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ABSTRACT

This book takes school leaders through the process of creating and sustaining an induction and mentoring program. It challenges school leaders to think beyond initial, short-term goals to a wider, long-term vision, providing guidance on telementoring in the cyberage and advice to ensure development of highly effective practices that will improve teaching and learning. The six chapters are: (1) "Structures for Induction and Mentoring Programs" (e.g., what a mentor is, individual versus team mentoring, and full-time versus part-time mentoring); (2) "Developing the Induction and Mentoring Program" (e.g., characteristics of effective mentors and the need for mentoring program coordination); (3) "Telementoring in the Cyberage" (e.g., how technology supports induction and examples of telementoring programs); (4) "Using Technology To Support Novice Teachers and Mentoring" (e.g., one-to-one dialogue, one-to-group dialogue, two-way group dialogue, and one-to-text learning); (5) "Relating Induction and Mentoring to Other Teacher Development Initiatives" (e.g., changing the traditional teaching career and teacher evaluation and assessment); and (6) "Strategies for Finding Information, Resources, and Support" (e.g., obstacles to mentoring and nine strategies for overcoming obstacles). Lists of online as well as audio and visual resources providing further information and support for many of the strategies and ideas discussed in this book are appended. (Contains 75 references.) (SM)

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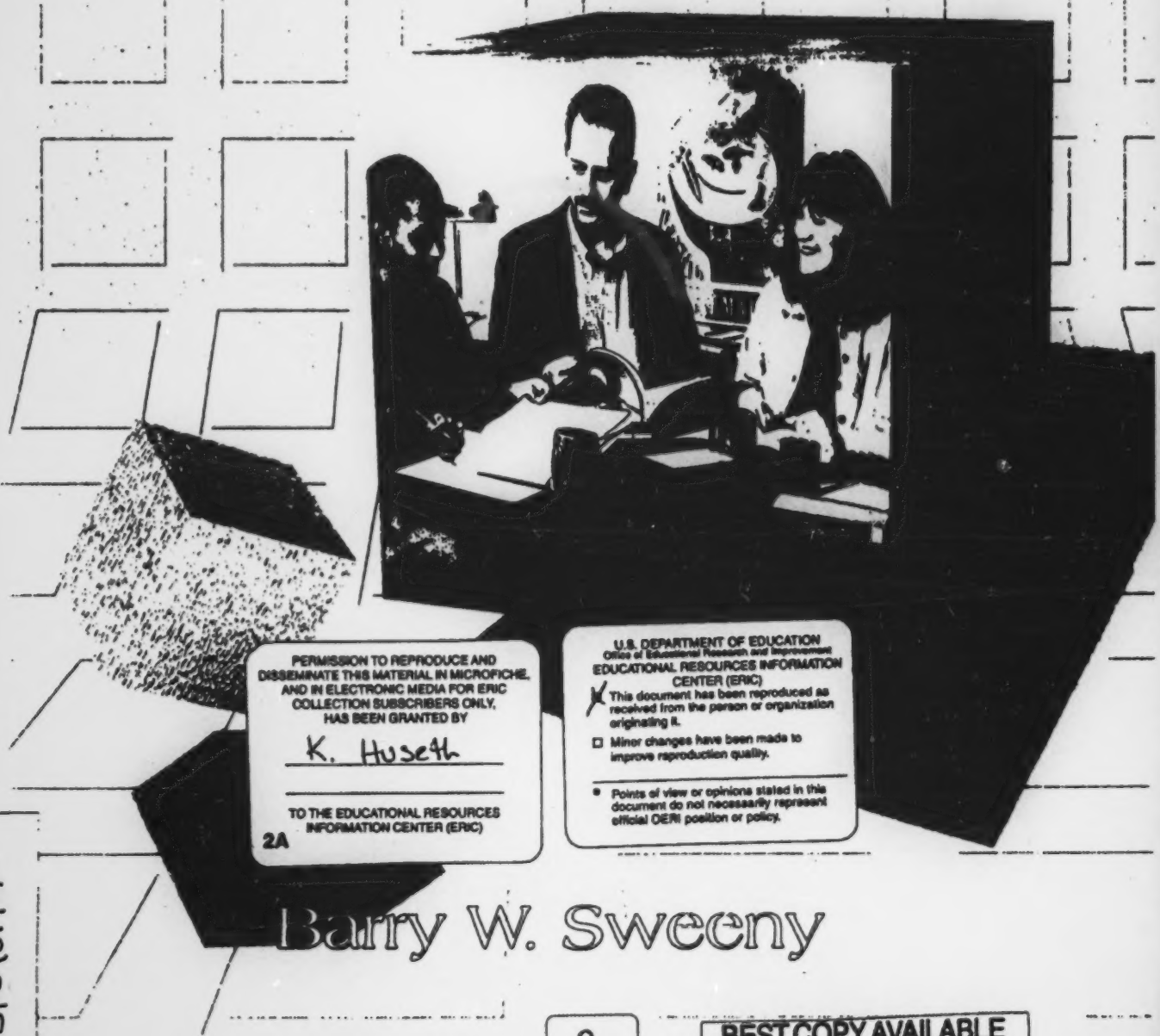

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Acknowledgments

It is no accident that I am a strong advocate of mentoring, as I have been the beneficiary of mentoring by a number of people. As I look back at these experiences, it is especially interesting to me that I was often unaware of mentoring during the time it was occurring. Only later did I realize the true nature of what was given to me by those mentors. This mentoring has proven to be an incredible gift, and it is the reason I am so pleased to be a mentor for others now.

This book is dedicated to those mentors. Their selfless interest in me and their support for my development will always serve as a model for my own relationships and for the work I do. It is my wish that every reader of this book be as blessed with mentors as I have been.

My mentors include the following people:

- Reverend Ross and Agnes Sweeny, my parents, who were my very first mentors. Though they often had few resources, they unconditionally and richly gave to me of the things that really matter. I owe them most of the best of whom I am.
- Elliott Balter, my first supervisor as a beginning teacher in Niles Township District 19 in Illinois. His continual expectation that I must practice what I preach continues to challenge me over thirty years later.
- Lois Andrews, the director of staff development at Wheaton-Warrenville School District 200 (Illinois) at the time I was coordinating the mentor program there, who first encouraged me to become a staff developer and who so elegantly modeled how to do so. Her knowledge base and application of wisdom in practice were an unbelievable inspiration to me. She opened doors to opportunities for me, constantly affirmed and challenged me, and treated me as her peer. I was devastated when she left that role to follow her need for even greater challenges. Amazingly, even in doing so, Lois taught me how staff developers must continually grow while developing others to replace themselves. It was when I realized this that I understood how much of a mentor she really was for me.

- Bob Paollichi, my principal at the same school. Bob was the person who had to approve my request to become a half-time teacher and half-time staff developer in 1986. I never expected him to agree to it, but he did without hesitation. I was amazed and grateful. He taught me that excellent leaders must gladly let go.
- Jean Ford, who was a fellow teacher, then a very good friend and professional colleague, then my supervisor and coach, and finally my supervising principal during my administrative internship. Jean is an amazing and wonderful counselor. She is always perfectly aware of the relationships and personal issues surrounding individuals, groups, and organizations. She steps right into opportunities and loves to learn. She is my model for building a trusting, confidential relationship that allows accelerated growth to occur. Once our relationship had been established, she never hesitated to challenge me to "be here now," to use every skill I possess to relate and to listen, and to use what I know to the max! Jean was the person who came up to me during the first peer coaching training I ever led and asked me, "Where is *your* coach?" I remember the shock I felt at her question and the deep laugh we shared as I realized the gift she had just given me.
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staff development leader and as a consultant has been my model, especially on the days when my own practice as a staff developer was less than I wished it to be.

- Joellyn Killion, who is the best staff developer I know. She affirmed, encouraged, and befriended me as a new staff developer. She is a fount of wisdom and excellence, and a constant model of the perfect balance among the roles of coach, presenter, facilitator, consultant, and author. Joellyn's ability to model how these roles can be woven together in staff development activities continually challenges me in my day-to-day work. I know I will go to my grave aware that I have fallen short of her wonderful example.
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A final word of thanks is due to Linda Darling-Hammond, who has modeled for me how much one person can accomplish. I thank her, as well, for her gracious comments about this book.

—Barry Sweeny

Introduction

So much of what has been written about new teacher induction and mentoring programs and practice has focused on the mentor and the new teacher. This book similarly provides considerable guidance for improving the work at these two levels. However, very little has been written to guide the teachers, administrators, and others who lead and guide mentors and new teachers and who are responsible for the results induction and mentoring programs achieve. This book is written for those leaders.

THE FOCUS OF THIS BOOK

The term *mentor* has been applied to many different kinds of relationships across the centuries. Today, the term is so widely used that it has almost lost any common meaning. In this book I reserve the term *mentoring* for a very particular process and for a special and complex relationship that is focused specifically on supporting, guiding, and developing beginning teachers.

More specifically, this book explores the creation and development of induction and mentoring programs that link professional development activities that are specifically designed for teachers in the first years of their career. In the discussion in this book, I refer to *induction* as the larger program of which mentoring is a smaller program (or a subset). This book also examines mentoring that is a counterculture relationship (mentoring in which leaders model continual learning and support all staff in their efforts to be continual learners) and a process in which beginning teachers are not just acculturated to a school, but in which they can grow to become the kinds of teachers students need. This focus helps beginning teachers develop the kinds of professional relationships and dispositions they need to reflect on the teaching practice that is necessary for student success, and which characterizes schools that are learning communities.

Any thorough review of induction and mentoring programs shows that the results just described are not typical, indicating that such programs must be difficult to develop. My years of experience in this field, however, suggest that using a proactive approach can accomplish exactly the results mentioned above. In[1]uction and mentoring programs developed

and conducted as this book describes can help transform teaching and student learning.

WHAT YOU WILL FIND IN THIS BOOK

In the past, most educational leaders who have developed or led a mentoring program have done so out of a desire to better support the initial success of novice teachers. Research indicates that ensuring this success is an important means to attracting and retaining novice teachers (Fidelar and Haselkorn 1999). Educational leaders who want to develop teacher induction and mentoring programs that primarily address the initial months of a new teaching career will learn many things from this book that will help them to better accomplish this goal. However, readers will also be challenged to think beyond the classic definition of success.

In addition to the needs of beginning teachers, a systematic induction program is responsive to the needs of the school and the district as well as to local and state initiatives to improve teaching and student learning.

Educators, parent leaders, and school administrators understand that the learning and teaching done in schools today is becoming more and more focused on school improvement. That is why the *initial* success of beginning teachers is no longer sufficient. In addition to the needs of beginning teachers, a systematic induction program is responsive to the needs of the school and the district as well as to local and state initiatives to improve teaching and student learning. While educational leaders are keenly aware of novice teachers' needs, they also want to know how to ensure that induction and mentoring programs can be developed to serve these organizational needs and to respond to other critical educational issues.

MENTORING QUESTIONS LEADERS WANT ANSWERED

For several decades, educational leaders have successfully relied on common sense to guide them in developing simple mentoring programs. However, society has changed; the teaching profession has begun to adapt to those changes; school accountability has increased; leadership is not as straightforward as it once was; and delivering results has become a major priority for educational leaders. The leaders of today's schools, districts, and other educational institutions realize how complex and challenging teaching has become, and they understand that development of a high-impact program to induct novices into teaching might not be as simple or as intuitive as it once was. This book will help you, the educational leader, negotiate these complexities.

Leading the Teacher Induction and Mentoring Program will focus on answering leaders' most frequently asked questions, which are the following:

- What, besides mentoring, are the components of an effective induction program that promotes effective instruction?
- How can I develop my school's program so it will have a positive impact on student learning?

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- How can mentorships be created and teacher leadership be promoted without creating problems between mentors and their nonparticipating colleagues?
- What is the appropriate role of administrators in a mentoring program?
- How are induction and mentoring related to teacher evaluation?
- How can induction best be linked to other programs in professional development, curriculum and assessment development, and other instructional initiatives?
- How can mentoring support teachers and school districts in meeting the changing requirements of initial teacher certification and veteran teacher recertification?
- How can I locate the resources needed to support my school's induction program?
- How can I increase support for my school's program by decision makers who may have little reason to value mentoring?
- How can technology be used to support the development of new teachers?
- What kinds of leadership are needed in an induction program?
- What are the best and most feasible options for providing incentives, support, and recognition for mentoring?
- Why and how should my school's new teacher support program be evaluated and improved?

Whether you are planning to develop a new induction program or are trying to refine an existing mentoring program to increase its impact, you must eventually address these and many other challenging questions. Furthermore, you must be sure your answers to these questions are aligned with your program's purposes and that you do not create more problems than you solve. If you are intrigued by questions such as those stated above, this is a book you can use as a guide and as a resource for years to come. In it you will find inspiration, direction, and essential answers for improving the results of your work.

DEFINING MENTORING, INDUCTION, AND PEER COACHING

For the sake of clarity, a common understanding of some basic terms should exist. Figure Intro.1 succinctly presents the terms used in this book; these terms are also discussed in more detail in the following paragraphs. Figure Intro.2 provides a visual of the components of an effective novice teacher induction program. These components are also discussed in greater detail in the paragraphs that follow.

Mentoring is a process of accomplishing a series of developmental tasks while creating a confidential, supportive, and mutual relationship.

Common Vocabulary for Uncommon Roles

1. **Beginning Educator**—A brand new educator who has little or no previous paid experience as an educator.

2. **New Educator**—An educator with at least two or more years of paid professional education experience, but who is newly hired in the district.

3. **Protégé**—A beginning or new educator who is working with a mentor.

4. **Mentor**—The title and status applied to a person who assumes the primary responsibility to provide mentoring. The mentor is a more experienced and, frequently, more senior person who works in a similar location and role as the protégé.

5. **Mentoring**—The complex developmental process mentors use to support and guide their protégés through the necessary transitions that are a part of learning how to be an effective educators and a career-long learners.

6. **Team Mentoring**—An approach to mentoring that divides the tasks of mentoring among several veteran educators who share the responsibilities based on their individual strengths. A teacher who has excellent, engaging lessons can help a protégé in a different way than can a teacher whose strength is avoiding and defusing confrontations in the classroom. Each contributes in different ways to the development and support of the protégé.

7. **Induction**—The activities and processes necessary to successfully induct a novice teacher into the profession. An effective induction program should include orientation, mentoring, staff development specific to the protégé's needs, observations of experienced teachers at work, and peer support groups.

8. **Coaching**—The support for learning provided by a colleague who uses observation, data collection, and descriptive, nonjudgmental reporting on specific requested behaviors and technical skills. The goal is to help an individual see his or her own patterns of behavior through someone else's eyes and to prompt reflection, goal-setting, and action to increase the desired results.

Figure Intro.1

The Components of an Effective Induction Program

Figuring out the pieces you need to make an effective induction program should not be a puzzle. All you need is the lid for the box of puzzle pieces so you can see how to fit them all together effectively. Once you have the big picture, you can do it!

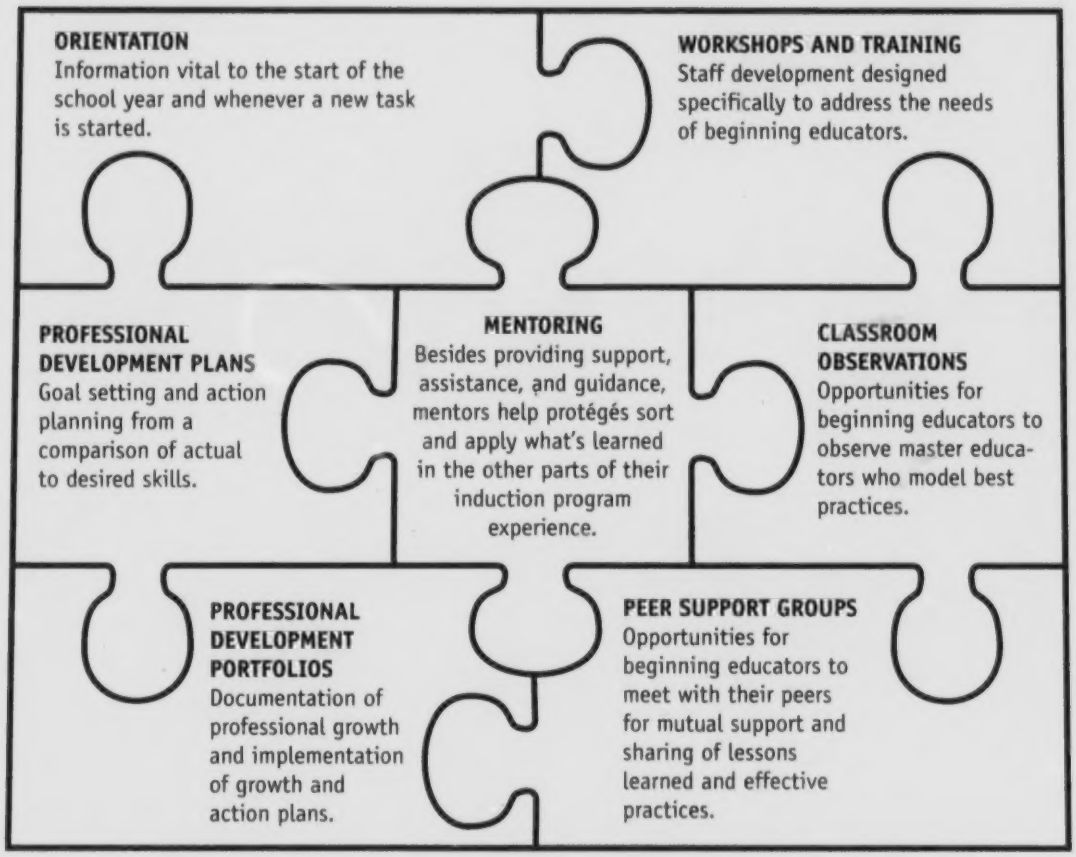

ORIENTATION
Information vital to the start of the school year and whenever a new task is started.
WORKSHOPS AND TRAINING
Staff development designed specifically to address the needs of beginning educators.
PROFESSIONAL DEVELOPMENT PLANS
Goal setting and action planning from a comparison of actual to desired skills.
MENTORING
Besides providing support, assistance, and guidance, mentors help protégés sort and apply what's learned in the other parts of their induction program experience.
CLASSROOM OBSERVATIONS
Opportunities for beginning educators to observe master educators who model best practices.
PROFESSIONAL DEVELOPMENT PORTFOLIOS
Documentation of professional growth and implementation of growth and action plans.
PEER SUPPORT GROUPS
Opportunities for beginning educators to meet with their peers for mutual support and sharing of lessons learned and effective practices.

Figure Intro.2

Together, the work and the relationship facilitate the professional development of a beginning teacher into an effective, experienced teacher. If done well, mentoring also provides participants with specific strategies and insights into how to improve student learning. Such a process takes several years, talented leadership and insight, considerable training, and ongoing support to achieve its purposes.

Induction is the process of welcoming beginning educators to their new profession and preparing them to assume the full responsibilities of

the career. Those responsibilities include far more than effectively teaching a class of students, although that remains the core task. The successful learning of all students has become an ongoing, schoolwide effort requiring the collaboration of all the adults in a school and the application of their collective and various strengths to the needs of a diverse student body. Preparing beginning teachers for success in that role requires a rich and coordinated mix of at least five programs. These components, briefly described here, are discussed in more detail in chapter 2:

- Orientation to the school, district, and community; the expectations of the job; and the curriculum
- Staff development designed specifically for beginning teachers
- Peer support groups for new teachers and for mentors
- Observation and reflection on the work of excellent, experienced educators
- Mentoring that provides individualized support to beginning teachers and guidance for application in their teaching practices of learning from the other induction program components

In addition to these five components, the movement toward teaching standards often necessitates that the induction program incorporate the following two components:

- Professional development goals and plans, often based on a comparison of the beginning teacher's performance to the teaching standards
- Professional development portfolios that document involvement in professional development and the improvement of teaching practices

Some educational leaders may feel that incorporating these last two components presents a significant challenge in terms of teacher buy in. However, teachers may have no choice but to embrace these components if they are mandated by their state or province. Recommendations for implementing these components are found in chapter 5.

Coaching is the observation and collection of data concerning aspects of teaching that need improvement and the analysis of this data, goal setting, and support for improvement. Coaching is essentially a focus on the technical aspects of teaching and is a critical component of mentoring if instructional improvement is desired. It is done primarily for the benefit of the beginning teacher's teaching, but can extend to other areas of practice, and can also include the beginner's observation and coaching of the mentor.

Peer coaching denotes equality in the relationship and the experience of those involved in the relationship, and as such, this label often makes better sense outside of mentoring relationships. Peer coaching is frequently planned as an extension of the mentoring process to support ongoing inquiry into best practices when beginning teachers have matured some and the mentoring process has become informal. Peer coaching may also

include experienced teachers who have not previously participated in mentoring, but who want to improve their own practice.

HOW THIS BOOK IS ORGANIZED

The first chapter establishes the context for the rest of the book. First, crucial terms and concepts are explained. The remainder of the chapter guides readers through the three most basic choices about how to structure the mentoring program. These are identifying who will be the recipient of the mentor's attention, whether the mentor will work one-to-one with the beginning teacher or as a part of a team approach, and whether the mentor will work part time as a mentor while continuing to teach full time or will be released from his or her teaching assignment to give full-time attention to mentoring. Finally, this chapter explores the tricky but necessary distinctions between beginning and veteran teachers that constitute the reason for endorsing mentor teacher leadership and that create opportunities for the protégé's professional learning from the mentor. Chapter 1 also includes strategies for successfully addressing the issues surrounding teacher leadership.

Chapter 2 addresses the purposes and sequence for development of induction and mentoring programs and provides guidance for leaders in making decisions regarding the most critical program components. This chapter addresses the characteristics of highly effective mentors and explains how educational leaders can match mentors with protégés to maximize success. Strategies for both initial and ongoing training of mentors and protégés are provided, and recommendations are offered for creating a balanced system of incentives, support, and recognition for mentoring. Strategies to increase the impact of mentoring on teaching and student learning, ideas for coordinating the program, ways of accelerating the growth and effectiveness of the mentor, and suggestions for the role of the administrator in the mentoring program are also provided.

Chapter 3 addresses a new approach to mentoring that has recently been developed, which is called telementoring. This strategy involves the use of e-mail, Web sites, and other technologies to support beginning teachers. Chapter 3 provides several illustrations of this exciting approach and prompts readers to explore the value of mentoring in cyberspace. Readers will also discover ideas for using technology and Web sites to better support beginning teachers and to accomplish mentoring tasks more efficiently.

Chapter 4 explores strategies that can be used to put the technology discussed in chapter 3 to work in an induction and mentoring program. Ways technology can be used in one-to-one dialogue, one-to-group learning, text-based learning, and more are also discussed.

Chapter 5 focuses on the complex work of relating mentoring of beginning teachers to current initiatives to transform schools and teaching. Specific strategies are offered for ensuring that induction and mentoring

programs make sense in light of teacher evaluation and assessment, the push for teaching standards, the initial licensure and eventual certification of beginning teachers, and the recertification and renewal of veteran staff who serve as mentors. Ideas are offered for using induction and mentoring to establish the dispositions teachers need for continuous, career-long professional growth. In addition, I share my personal experiences regarding ways to use induction and mentoring to promote the transformation of a school into a learning community.

Chapter 6 helps program leaders discover powerful strategies for supporting and sustaining their induction and mentoring programs. The chapter offers suggestions for accessing the many different kinds of resources available to support work with new teachers. Some of the resources discussed are financial, such as on finding and keeping financial support, but numerous other resources are discussed as well. You will learn how to acquire in-kind resources, how to benefit from various kinds of collaborative organizational partnerships, and how to use resources to their maximum benefit. This chapter provides several ideas for how some simple changes in planning and conducting program activities can result in big benefits when it comes time to defend the worth of induction and mentoring programs. Advice is offered about planning and conducting program evaluations to provide the data needed to improve and increase support for a program. This chapter also reviews the mentoring resources and information available on the Internet. It discusses how to locate and gain access to these resources and how they can be best used to benefit induction and mentoring programs.

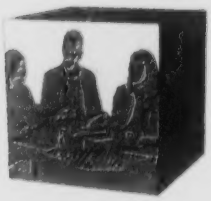
Last, the Appendix provides a comprehensive listing of the best Web sites and audio and visual resources available to support an educational leader's work in induction and mentoring. This listing will prove to be a valuable resource for program leaders interested in conducting further research on various aspects of induction and mentoring programs.

Providing ideas and resources, answering all the challenging questions, and giving guidance for educational leaders in the effective use of these ideas, resources, and strategies is the agenda for the discussion in this book. You are invited to join the conversation and to access the wide range of experience and best practices available.

CHAPTER 1

Structures for Induction and Mentoring Programs

This chapter explores some fundamental issues program leaders must consider sooner or later. Some of the issues discussed regard how leaders intend the individuals in the program to think about mentoring. The others concern decisions about program-level strategies that determine how leaders should conduct the program.



INFORMAL OR FORMAL MENTORING?

Veteran teachers are usually very helpful and supportive people. However, beginning educators can easily fall through the cracks despite others' informal intentions to be helpful, especially once the school year has started and the pace of activity has accelerated to what is typical for September. This can occur because everyone who would like to help the beginning teacher becomes extremely busy with his or her own work, and because some may fear appearing critical of the beginning teacher's work and thus are uncomfortable making suggestions or offering help.

In addition, beginning teachers often have so much to learn and to do immediately at the start of their new jobs, they may find it difficult to take time out from their work to seek out the assistance they need. They frequently believe they are expected to do the same work as a twenty-year veteran, and because of this they often do not want to reveal their concerns and problems for fear of looking incompetent.

Most school districts care about the success of their new employees and the students they serve. Thus, many educational leaders have become

dissatisfied with the informal approach to mentoring beginning teachers. Leaders who want to ensure beginning teacher success often find that an informal approach makes it difficult to know whether a given person is receiving the help he or she needs, and which experienced teachers are really helping their new colleagues and therefore deserve support or some form of recognition.

Another factor causing the move to a more formal mentoring approach is the increasing accountability placed on educators today and the greater expectation to provide instruction that ensures all students are successful. The increase in alternative certification routes to teaching, increasing standards for teaching and certification, the retirement of the Baby Boomer generation, and the need to attract a more diverse population to teaching are additional reasons for the surge in use of formal mentoring approaches. Informal approaches to mentoring are no longer viewed as sufficient for the needs of today's beginning educators and schools.

Mentoring is an investment in the success of both beginning teachers and the thousands of students whose lives those teachers will touch throughout their careers.

Considering these factors, it is no wonder that by 1998 mentoring of beginning teachers was mandated and funded in twenty-nine states in the United States and required in various forms in a number of others (Sweeny 1998). Mentoring is an investment in the success of both beginning teachers and the thousands of students whose lives those teachers will touch throughout their careers. Mentoring also protects that investment by dramatically increasing the retention of beginning teachers, saving organizations the loss of several thousands of dollars when a teacher leaves.

WHAT IS A MENTOR?

The fundamental means for providing beginning teacher support is, of course, the mentor. A mentor is a person who assumes the *primary responsibility* to provide mentoring, a process defined in the Introduction. The mentor is described this way because there are several approaches for providing the assistance, support, and guidance beginning teachers deserve. Each approach incorporates a different conception of mentoring and purposes for induction. Chapter 2 discusses the various purposes for induction and their influence on approaches to mentoring. At this point, we need to consider the impact of one's concept of a mentor on the choices one makes about structuring the induction and mentoring program.

Defining a Mentor

At the most fundamental level, the mentor is always a role model. No one disagrees with this statement, because everyone who uses a mentoring strategy is interested in novices learning from experts who are the kind of role models leaders want novices to emulate. Where disagreement sometimes occurs is in answering the question, "What is it a mentor should be modeling?"

The earliest mentoring programs used approaches that at least implied that the mentor was an expert with all the answers, whose job was to provide the answers to the novice and to ensure that the novice eventually became someone who had all the answers too. I call that approach to mentoring the mentor cloning model. I know the label exaggerates this position a bit, but I urge leaders to examine their concept of the mentor to be sure it does not look like this exaggerated cloning process. I have observed many mentoring programs with mentors who at least act as if cloning themselves is their purpose.

Today's educators recognize the cloning model of mentoring as less than professional and out of sync with current conceptions of learning and teaching as more of a constructivist process. They know excellence in teaching and excellence in learning to teach is as much an art as it is a science. Thus, I propose that the mentors that educators need today must act more as models of continual learning than as individuals who have all the answers. This is a crucial understanding to reach and to implement in induction and mentoring processes. This conception of teaching and learning cannot be learned by new teachers if they are inducted into the profession any other way.

Simply stated, if mentors act as if they have all the answers and are not continuing to learn, new teachers will learn to look for and act as if they have all the answers, encouraging the idea that they do not need to keep learning once they have found a teaching style that works. Put such a teacher into a classroom and you get students who perceive their roles as getting the right answers, and when they have done that, it is okay to stop learning. This is exactly what educational leaders do not want to see.

What leaders do want to see is an aligned three-layer model of continual learning.

1. Leaders want to see mentors who model the excitement of learning every day, openly, and in front of their peers. They want to see mentors with a drive to find ever better ways to help their students *and* their colleagues succeed.

2. With this kind of mentoring, beginning teachers become models of continual learning, and do so openly, in front of their students. Leaders want to see beginning teachers whose passion is finding ever better and more effective ways of ensuring their students' success.

3. Leaders need this kind of beginning teacher, because they know it is the best way to help students become lifelong learners and collaborative workers who are open to learning from each other, always searching for better and more effective ways to achieve their own goals.

Clarifying what mentors should model is an absolutely critical step in developing induction and mentoring programs that can actually improve teaching and increase student success. Leaders who are responsible for the success of induction and mentoring programs and of beginning teachers need to establish this starting point before they make the next set of decisions.

THE EVOLVING PICTURE OF THE PROTÉGÉ

It is becoming quite surprising to review the range and diversity of prior experience found in new employees at a typical start-of-school orientation meeting. Some are twenty-one years old, recently graduated from college, and ready to assume their first paid position in a new career. Some of these individuals have never held a paid position before, not even a part-time job for a few weeks during school breaks. Others may be in their late thirties or older, have raised several children and are now returning to a career they started 15 years earlier. Some have been actively teaching for a number of years and are merely changing districts or schools, or even just grade levels. Still others have been working for a number of years in a corporate position or the military, have recently attained a teaching degree and certification, and are changing careers to become teachers. A more recent phenomenon is the new employee who has worked in another career, has no preparation as a teacher, is filling a teaching position in a subject area where candidates are scarce, and is entering this role under an alternative certification program.

Creators of induction and mentoring programs must carefully seek ways to adjust the support provided to such a diverse range of new employees so that the assistance they receive remains appropriate to the varying levels and types of experience new employees bring to their work. It is critical that the program address the individual needs that determine the ability of the person to develop professionally. It is also essential to explicitly model how important it is for all educators to work for the success of individual learners.

It is essential to explicitly model how important it is for all educators to work for the success of individual learners.

Induction and mentoring are frequently tailored to the different levels of new employee experience. Following are three terms induction and mentoring programs often use to distinguish these levels of need and the way the program delivers its services. Those who lead an induction program need to select, define for others, and consistently use a similar set of terms in their work.

1. **Protégé:** The labels programs give new participants in mentoring vary considerably, from mentee, to partner teacher, to colleague. In this book I use the term *protégé* and reserve it exclusively for those new or beginning educators who are assigned to and actively work with a mentor. This is to distinguish the protégé from all other new employees, regardless of their level of experience, who are not working with mentors.

2. **Beginning educator:** This term includes both teachers and others such as school social workers, school psychologists, school nurses, or learn-

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ing center directors. *Beginning educator* usually describes someone with little or no previous professional educational experience, such as those with a year or less of teaching experience. The label *beginner* also assumes no previous experience. In other words, someone who taught for four years, then raised a family, and is now returning to teaching should *not* be called a beginning educator, even if the lack of recent experience suggests a need for intensive mentoring.

A mentor assigned to a beginning educator needs to be cautious, for the protégé frequently has other kinds of experience that greatly impact his or her professional development needs. For example, mentors should not treat a 21-year-old college graduate the same way they would a thirty-five-year-old individual who has entered the profession through an alternative route to teaching after working in a related content field, or the same way as a forty-two-year-old beginning educator who has just raised two children, and has recently completed requirements for a teaching certificate. Both the individuals mentioned in the last two circumstances represent people who have life experiences that have prepared them well for many aspects of the role of educator, even though they may have little or no paid educational experience. Nevertheless, in all three cases the term *beginning educator* applies.

How does mentoring of a beginner get started? Beginning educators may not know all the questions they need to ask, and so they may feel well prepared and ready to go to work when, in fact, they are not well prepared. Mentors should expect that beginning educators may not always be ready to accept help immediately, but that they may become ready and more open to help a little later in their teaching experience. During that time mentors must remain visibly and continually available and accepting of the level of readiness their protégé expresses. The experience of organizing and running one's own classroom and the sense of responsibility for student success is a huge reality check for many beginning teachers. This is why they may have an intense and sudden need for mentoring once the first days or weeks of the school year are past.

Mentors need to stay on top of their own responsibilities, trying to accomplish their own work well in advance of when things usually have to be done. This is important because when the beginning teacher grasps the reality of teaching and becomes aware of his or her need for help, the mentor must have time to provide the necessary support. For example, if a mentor waits to complete her own grading until just before report cards are due, she will not be available to help her protégé with that task when the need arises. In this case, the opportunity to explain issues of student assessment and fairness, discuss district assessment expectations and processes, and demonstrate important decision-making processes are lost. Or, the mentor may make time to help the protégé, but may end up with insufficient time to do justice to his or her own grading.

3. **New educator:** This term refers to educators who are newly hired to the district, but have at least two years of paid professional teaching experience. They may have been recently employed as educators in another district or may be returning to education after an extended leave, but they have nearly similar needs for orientation to the school, district, community, curriculum, key people, procedures, and the traditions and culture of the school. However, they do not always need the same amount of time and the same intensity of mentoring to become well oriented to these things. That is why it is critical to distinguish between beginning and new educators.

Experienced but new educators know most of the questions that should be asked and are usually not timid about asking those questions or seeking the assistance they know they need. As a result, they can anticipate many of their needs and can learn the ropes much faster. Mentors assigned to an experienced educator may find their protégé provides as much leadership in the relationship and in accomplishing tasks as they do. Mentors who know this pattern may occur will view it as a good sign. They will be comfortable when this occurs, knowing that the new educator's needs are being met one way or the other and that their protégé is developing appropriately.

Mentors who are not well prepared to do mentoring may feel disappointed that they cannot help this kind of protégé more, and may be defensive and insistent about who should be leading in the mentoring relationship. Such a reaction is unfortunate and should be avoided. A strong mentor training program, a focus on meeting the varying needs of the protégés, and a mentoring process that predicts the phases through which new employees will move all help mentors to anticipate what they need to do to remain appropriate in their mentoring and to facilitate their protégés' professional growth.

Mentoring is provided precisely to ensure that the critical knowledge gained in group settings is individualized to the needs of the educator, successfully mastered, and applied in every teacher's classroom.

Administrators and educational leaders who want their induction and mentoring programs to have a major positive impact on the success of their new employees need to ensure that their program components are structured to take into account the diversity of protégés' experience. Orientation seminars, for example, can begin with whole group activities, but should be customized to grade or course level for introductions to curriculum and strategies that are specific to particular levels of instruction. The support should also be individualized, although it does not necessarily have to be delivered individually. Mentoring is provided precisely to ensure that the critical knowledge gained in group settings is individualized to the needs of the educator, successfully mastered, and applied in every teacher's classroom.

INDIVIDUAL OR TEAM MENTORING?

Even though most programs adopt the traditional one-to-one mentoring relationship for their program's approach, some may question whether that

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is the best structure. Other possibilities exist, which is why the mentor was defined earlier as the person who assumes the primary responsibility to provide mentoring. Individual, one-on-one mentoring is the prevalent structure because it is the easiest way to resolve a number of issues. Reducing mentoring to a pair context makes it easier to create the safe, confidential, and trusting relationship that must be present if mentoring is to successfully prompt the risk-taking and professional growth needed. Also, one-to-one mentoring simplifies assigning the responsibilities necessary in a mentoring relationship, simplifies the training and support needed by mentors, and is the most practical structure for mentoring in many schools, especially those with only a few teachers in any given grade or department. However, other approaches can be successfully used.

The use of a team approach to mentoring is increasing, especially as program leaders decide they want to develop beginning teachers who see teaching as a team function, not just as an isolated, individual role. Schools that are consciously trying to help all students succeed often structure the staff in teams so that the diverse strengths of team members can be better used to address the diverse needs of students. This conception of teaching suggests that mentoring should also be a model of team collaboration so that it reinforces other efforts to develop beginning teachers for the team environment. In such a context, group or team mentoring makes a great deal of sense, even though there are several challenges to implementing the strategy effectively and efficiently. Leaders can help make the process go smoothly by providing the time and facilitating the conversation needed to coordinate a team's responsibilities for mentoring. Providing training for a team of people is more difficult to coordinate and may be more costly. However, the effort is worth it as it increases the number of experienced teachers involved in mentoring. This helps a school to create an experienced faculty with the very skills excellent teachers need. After all, mentoring strategies and skills are also critical for good teaching.

Schools often structure the staff in teams so that the diverse strengths of team members can be better used.

Even in a team mentoring situation, however, one person should be identified as responsible for making sure the protégé is effectively supported. This is necessary regardless of whether the mentor or other team members are actually the individuals who provide the specific assistance that is needed. In this way, the person who is assigned the oversight responsibility often acts more as a linking agent between the protégé and the team, helping the protégé assess his or her own needs and access the people and resources available from the team.

There is another reason to consider the use of team mentoring. Almost all induction and mentoring programs are based on the idea that separation of mentoring from summative evaluation is required to ensure that the environment in the mentoring relationship is conducive to candid self-assessment, risk-taking, learning, and professional growth. In some novice teacher support programs, however, tricky roles and tasks must be assigned. For example, some state-mandated programs require evaluation of the

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beginning teacher for purposes of earning a professional certificate. In these types of situations, team mentoring can be used to separate the assigned responsibilities so that a principal on the support team does the observation and conferences for purposes of evaluation, contract extension, and certification, and mentors observe and confer with the protégé for purposes of supporting improvement in performance. Such a delineation of roles recognizes that principals do play critical mentoring roles, but also acknowledges that novice teachers are not likely to seek help from an evaluator, and thus mentoring should be kept separate from evaluation.

FULL-TIME OR PART-TIME MENTORING?

The most common mentoring structure is a teacher with a full-time teaching responsibility assigned to also serve as a mentor for a beginning teacher. In this case, the mentoring pair must find the time to plan, problem solve, observe, discuss teaching, set goals, and so forth (Moller 1999). This approach to mentoring is frequently accompanied by a stipend for the mentor in recognition of the tremendous amount of extra time it takes to be an effective mentor. For example, it is often necessary for mentors to use their own planning periods to assist their protégés. Providing a stipend is recognition that a mentor teacher's own work of calling parents, developing materials, or conducting planning must be done outside of the school day on his or her own time. In some situations, leaders of induction programs may not have the resources or may not wish to provide a mentoring stipend, but they also know there is a need for time for mentoring, particularly if instructional improvement is a program purpose. In that case, the mentoring pair is often provided with a budget of substitute time on which to draw throughout the year whenever planning time, staff development, observations, or coaching conferences are needed in the mentoring process.

Mentoring should be kept separate from evaluation.

In smaller schools and school districts, providing substitute teachers is often the most practical way to create the time needed for effective mentoring. However, finding substitutes at certain times of the year is difficult and results in the best teachers being sometimes absent from their own classrooms. While it is fairly logical to justify the sacrifice made today on behalf of the students who will benefit throughout the protégé's entire career, the arrangement does cause breaks in instructional consistency and other problems. The fact is, at least using this approach, the time for mentoring must be taken from time in the mentor's own classroom (Moller 1999), or the additional time must be purchased, either through a stipend or extended contract and school year.

A different approach makes finding time for professional development a greater priority. This approach is generally described as restructuring, and it often requires a complete analysis of how time is currently spent compared to the needs for professional development and school improvement on a daily basis during the school day. This step is frequently taken

when district or school administrators realize they must align the use of time to their expectations that teachers improve their professional practice. Simply put, they decide they must provide the tools for people to do the work that is expected. Barkley (1999) reflects this approach and provides some powerful means for resolving the issue of making time available for initiatives such as mentoring and coaching. In my own experience, I have found the following strategies to be helpful in resolving time issues:

- Release mentors from hallway and/or study hall supervision or other non-instructional duties.
- Allow for team teaching between two mentors, or a mentor and a protégé.
- Use technology, mathematics/science, or literacy staff development funds to provide a year or two release for a teacher, so he or she can serve as a mentor to beginning teachers and to experienced teachers in the target staff development program

The section Strategies for Handling Teacher Leadership Issues in this chapter also explores some of the options available to support teacher mentoring.

The Benefits of Full-Time Mentoring

Some larger mentoring programs have concluded they have a sufficient number of novice teachers to assign a full-time mentor to a number of protégés for a period of two to three years. Such a configuration is much more common today, and is used in cities such as Milwaukee, Minneapolis, and Baltimore, and in some suburban systems such as Cherry Creek Schools in Colorado (Romer 1999). In these situations, mentors are released from all teaching responsibilities, replaced by another teacher, and assigned to work intensely with as few as five or as many as twelve to fifteen protégés at a time. This range results from the different kinds of expectations placed on the mentor for improving instruction and other goals. Generally, the more complex the assignment, the more time needed with each protégé to attain the desired results within the formal mentoring period.

Despite the cost of additional salaries, these districts find a sufficient return on their investment to warrant the use of this approach. Consider what Terri Romer, a full-time mentor in Colorado's Cherry Creek Schools S.T.A.R. (Staff Training Assistance and Review) Mentor Program has to say about full-time mentoring:

> I think that one tremendous plus in being a full-time mentor is not having the responsibilities of a classroom full of children and being able to concentrate solely on the needs and growth of our mentees.
>
> We were told recently by a secondary administrator that the first year teachers in his school who have had a S.T.A.R. mentor have grown at a pace

that equals three or more years of a new teacher without a mentor. This fantastic growth is due to three facts:

1. Full-time mentors can exclusively devote their time to assisting, advising, and coaching the mentees to cause that growth!

2. Full-time mentors can spend in-depth, extended time with their mentees as needed. No other commitments get in the way. As a result, we get to know our mentees so quickly and "intimately" that individual needs, worries, plans, idiosyncrasies, strengths, etc., can really be discovered and acted on. I truly know each mentee so well as an individual that I am able to be a better mentor.

3. The third reason we are so successful is what we call our data curtain. What we mean is that, in our program, there is an imaginary wall around the mentoring relationship. Nothing discussed within the mentoring pair can ever be shared outside that relationship. We have found that this data curtain protects the confidentiality of the mentoring dialogue and ensures that the mentee will feel free to discuss their real problems and concerns with me. Then we go to work on whatever it is. Of course, this is something part-time mentors should do too.

With this kind of closeness and time, great strides can quickly be made in developing trust and achieving candid and open communication with every mentee. That is why full-time mentoring increases the opportunity for growth and mentee improvement accelerates so much. Other mentoring programs should consider the use of full-time mentors too. (Romer 1999)

Full-time assignment of a mentor is effective because it restructures the use of time and aligns it with the priority of improving instruction in the protégé's classroom.

Every educator knows the terrible tensions created by the scarcity of time in schools. The Cherry Creek S.T.A.R. Mentor Program and others like it around the country have learned how to avoid that problem while better supporting their beginning teachers. These programs are achieving outstanding results. The return on investment they have found also comes from cost and other savings, including the following:

- Eliminated costs of mentoring stipends
- Decreased problems with finding and frequency for using substitute teachers
- Decreased costs for substitute teachers
- Eliminated disruptions to instruction in the mentor's classroom
- Accelerated professional growth for both the mentor and protégé
- Decreased costs for recruitment, orientation, and training of new teachers because of increased retention of teachers
- Decreased waste of administrative time because of increased teacher retention
- Decrease in the administrative time required to supervise and evaluate new teachers since their performance is better because of their work with their mentor

Essentially, full-time assignment of a mentor is effective, because it restructures the use of time and aligns it with the priority of improving

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instruction in the protégé's classroom. Also, such dedicated time clarifies for all staff the district's commitment to the innovative practices that time supports (Hayes et al. 1999). Furthermore, full-time mentoring eliminates the inherent conflict between the need of the students in the protégé's classroom for a quality teacher and the need of the students in the mentor's own classroom for a quality teacher. When that conflict is left unresolved or is even increased by placing excessive expectations on part-time mentors, the students in the mentor's classroom will win, and the mentoring process and the students in the protégé's classroom will lose almost every time. This conflict is really a lose-lose situation, because it is always unfair to someone (Moller 1999).

While the full-time assignment of mentors is not a configuration that is appropriate for every mentoring program, it is a win-win situation many programs should consider. It is a solution to a number of the problems that occur when the mentoring role is added on top of everything else a mentor is already doing as a full-time teacher.

CRITICAL DISTINCTIONS THAT MAKE ALL THE DIFFERENCE

One concern of educational leaders involves the interaction of mentors with nonparticipant colleagues within the traditional egalitarian culture of schools. In this culture, all teachers are perceived as the same except for differences in teaching style. Leaders often want to avoid the "sibling rivalry" and resulting ostracism that can occur when teachers are singled out as unique (Magee 1999). However, leaders also want to establish a culture of shared leadership in which teachers can offer themselves as resources for professional responsibilities that go beyond teaching, such as mentoring (Gusky and Peterson 1996). Of course, leaders know there are often enormous differences in the effectiveness of some teachers, in teachers' people skills, in their willingness to help others, and so forth. These are the very things leaders consider when selecting and matching mentors to novice teachers. Effective leaders match the needs of a beginner to the strengths of a mentor and expect that considerable transfer of experience and professional learning will occur. For example, a principal may hire a beginning teacher with excellent credentials, but no previous experience and few technology skills. To increase the opportunity for this teacher's success, the mentor should have considerable experience—especially in using technology in the curriculum. Leaders know the difference between the partners will challenge assumptions, lead to discoveries, and prompt the professional growth all beginning teachers need. Without the difference between mentor and protégé, beginning teachers' assumptions about the ability of all students to learn, the role of the teacher, and even the career of teaching may remain those that they formed during their previous years as students. These assumptions are often inadequate when applied to today's schools and students.

The mentor is able to function as a mentor precisely because of greater experience and knowledge, deeper insights into student learning, and greater skills at facilitating that learning. The differences between the mentor and the protégé make the mentoring worthwhile for the beginning educator. Protégés stand to gain more from working with someone who is different from them than from someone whose experiences and perspectives are similar to their own. By design, therefore, effective mentoring cannot be a peer relationship.

Nevertheless, the traditional school culture reinforces peer relationships, and this can make mentors uncomfortable if they feel singled out for different status and use of time than their colleagues (Moller 1999). This dilemma must be explicitly addressed in program design and during mentor training so that mentors are prepared to deal with it positively (Bird 1986). People who are not participating in a mentoring program may be uncomfortable with teacher leadership, and these colleagues may make comments that reflect that discomfort. Teaching mentors to respond positively to the discomfort can ultimately save a mentoring program from becoming a very limited orientation program in which the mentor's role in facilitating professional growth is too frightening for some to undertake.

By design, effective mentoring cannot be a peer relationship.

Dealing with Distinctions

Clarity about vocabulary can be a helpful starting point for dealing with these tricky distinctions. For example, when coaching occurs within a mentoring relationship, I suggest that it not be called peer coaching. Such a label seems imprecise in that while the job description ("teacher") may be the same, there are a number of significant differences between the beginning and the experienced teachers in the mentoring pair. I suggest that the term *peer coaching* be reserved to describe the coaching that occurs between two or more veteran educators who may have differing strengths but whose years of experience are more similar.

Those who choose to label mentoring as peer mentoring or a mentor's coaching as peer coaching are usually trying to distinguish it from the mentoring and coaching done by a supervisor or administrator who is also an evaluator of the beginning teacher. I suggest that leaders find other, more helpful ways to make these vital distinctions, such as differentiating between the process and purposes of coaching and evaluation. Figure 1.1 offers guidance regarding how leaders can do this.

Use of the term *peer* in the mentoring context is also a reaction to the discomfort described above. Traditionally, teachers have tried not to call attention to the ways in which they are different from each other. Such an approach is understandable but often unfortunate, for it limits the opportunities for learning from each other. The use of mentoring raises issues of teacher leadership because leadership is what the role of the mentor requires. In fact, establishing teacher leadership as a norm is one of

Clarifying the Critical Differences in Roles

Features	Mentor Coaching	Peer Coaching	Supervisory Evaluation
The focus of the observation	Set by the interests and needs of the teacher to be observed, often after observation of an effective teacher that prompts discovery of a need to improve.	A mutual inquiry into increased use of the best instructional practices in both parties' teaching.	Comparison of the teacher's skills with a model of excellent teaching or a set of teaching standards to determine minimal competency.
The direction of the focus	Protégé ⇄ Mentor	Best Practices ↙ ↘ Teacher A Teacher B	Teacher ← Evaluator
The goals of the activity	• To develop a more trusting and collegial professional relationship. • To develop reflective, analytical and self-assessment skills in protégés and mentors. • To develop more effective teaching strategies. • To improve student learning.	• To develop a more trusting and collegial professional relationship. • To develop reflective, analytical and self-assessment skills of both. • To develop more effective teaching strategies for both. • To improve student learning in both classrooms.	• To judge teacher competence for decisions about certification and continued employment. • To apply pressure to increase teacher performance and accountability. • To improve student learning.
Observation initiated by	Mentor, first by invitation to the protégé to observe the mentor at work. Then, after comfort is established, mentor observation in the protégé's classroom.	Either teacher in the peer coaching pair.	The supervising administrator in response to legal and contractual requirements.
The paper trail and use of the observational data	Copies kept by both. Both look for data patterns. Mentor asks protégé reflective questions to teach him or her how to self-assess and reflect.	Given to the teacher who was observed to analyze. Coach asks reflective questions to prompt teacher's analysis.	Evaluator analyzes the data and prescribes needed improvement. Papers go into personnel file as documentation of evaluation.

Figure 1.1

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the biggest benefits of mentoring. As important as this is for school improvement, it is still a big change for many teachers, and leaders need to know how to successfully facilitate that transition.

STRATEGIES FOR HANDLING TEACHER LEADERSHIP ISSUES

As the use of teacher leadership increases and as teaming allows individuals to discover and celebrate how their differences make them a more effective team, teachers continue to become more comfortable with the other structures and relationships, such as mentoring, which capitalize on the differences between individuals. However, this transition is often difficult for many teachers to make, as they have previously seen few, if any, models of such teacher leadership. Following are seven strategies induction and mentoring program leaders can use to facilitate this important transition. The intent of each strategy is to help all teachers become more comfortable with teacher leadership and to help teachers find value in the contributions made by colleagues who serve as teacher mentors.

1. *The first strategy is to explicitly affirm the value of informal mentoring and the critical need for it to continue in addition to formal mentoring.* Under no circumstances should leaders frame mentoring exclusively as what the formal mentor and the protégé do together. Putting a new interpretation on a well-known saying, "It takes a school to mentor a new teacher." If leaders want to use induction and mentoring to establish a more collaborative professional culture in their school, where everyone is expected to be a continual learner, then it makes little sense to expect one person to communicate that norm to the protégé. Leaders should explain that if the goal is for beginning teachers to view collaboration as the norm, the faculty must function as a team and all faculty members must contribute what they can to the success of the novice teacher. Furthermore, the leader or the mentor should publicly acknowledge the contributions made by any staff members in helping the protégé and should describe that support as informal mentoring by a member of the team.

2. *The second strategy is to explicitly discuss the changes established by the induction and mentoring program as an experiment in new roles.* Describing the process this way frames it as a learning process that can be adjusted to make it more appropriate and acceptable. Leaders need to be very direct in explaining to everyone that the shift to a more formal mentoring program reflects an organizational awareness that teachers have a great many more skills and ways to contribute than required by their fundamental work with students. Leaders should define the shift to more formal mentoring as an experiment in supporting teacher leadership. They should also explain that through the experiment, the district and the staff will learn which leadership roles are reasonable for teachers, how those roles can best be

supported, how to provide the time for teacher leadership without hurting the instructional program, and how to define leadership roles for teachers that everyone can understand and accept.

3. *The third highly effective strategy is to explicitly clarify the new roles being developed.* This is critical because it makes plain the intentions for the role, eliminates inappropriate assumptions and rumors, and defines what the role is and is not. Such clarity heads off many potential problems. The chart in Figure 1.2 on the next page should be useful in this effort. This chart illustrates many of the individual terms discussed earlier, as well as the relationships among some of the roles. For example, at the top of the chart, coaching is portrayed as a useful strategy for both mentors and their protégés, for experienced teachers to use with each other, and between a supervisor and a subordinate. As shown, however, only one of those three examples is really a peer coaching relationship. Similarly, I would suggest that the term *peer* not be applied to the role of the mentor, unless it is very late in a long-term mentoring relationship when there is a greater similarity in the skill and experience of the mentor and protégé.

Examination of the role functions at the bottom of Figure 1.2 reveals that some of the functions of mentors, coaches, and supervisors are the same. Other functions, however, may be appropriate early in the mentoring process, but become inappropriate later in the process as the protégé's skills, judgment, and understanding mature. For example, a mentor may be fairly directive and assertive of his or her experience early in the mentoring process, but should defer to the growing experience of the protégé later, so the protégé's judgment can become more the focus of the decision making. Even in peer coaching between veteran teachers, many programs define the role as nonevaluative and, as such, limit the offering of advice, suggestions, or opinions because they could be perceived as judgmental.

4. *The fourth strategy is to be very careful about the symbolic meanings of the words you use.* This strategy is a variation on the previous one. For example, I have found it makes a difference whether mentoring is called a peer relationship or not. Such distinctions may seem insignificant to some people. However, the point is that some may interpret peer mentoring as an expert-to-novice relationship, but others assume what is intended is a more equal relationship in which the differences between the mentor and the protégé are minimized to make it a more comfortable and less challenging experience. If the real expectation is that mentoring should produce accelerated growth for the novice teacher, then the different levels of experience and expertise of the mentor are crucial to success and should not be minimized. As difficult as it may be, when it comes to supporting another person's learning, the truth is that you must *be* different if you want to *make* a difference.

As difficult as it may be, when it comes to supporting another person's learning, the truth is that you must *be* different if you want to *make* a difference.

Another example of how significant a choice of words can be is the following: Imagine a sign has been hung on the wall for the beginning teacher and mentor luncheon the first day of orientation week. The sign

Transitions Over Time: Mentoring Developing into Coaching Relationships

The chart reads as follows: Starting on the left, the mentor and the beginning teacher are very different from each other. This difference is the basis for the mentoring role. However, as the protégé learns and matures as a professional, the relationship becomes more that of peers. Eventually, the formal mentoring process is completed and the teachers really become peers. They may continue to use coaching to support each other's growth.

In contrast, the supervisory relationship remains one of great differences. The supervisor has legal responsibilities to evaluate the competence of the teacher and influence whether or not the teacher will be re-employed. Such a significant difference in roles may ensure that teacher competence is evaluated. Conversely, the evaluator's role also means that a supervisor is much less likely to be approached by teachers who have problems or needs.

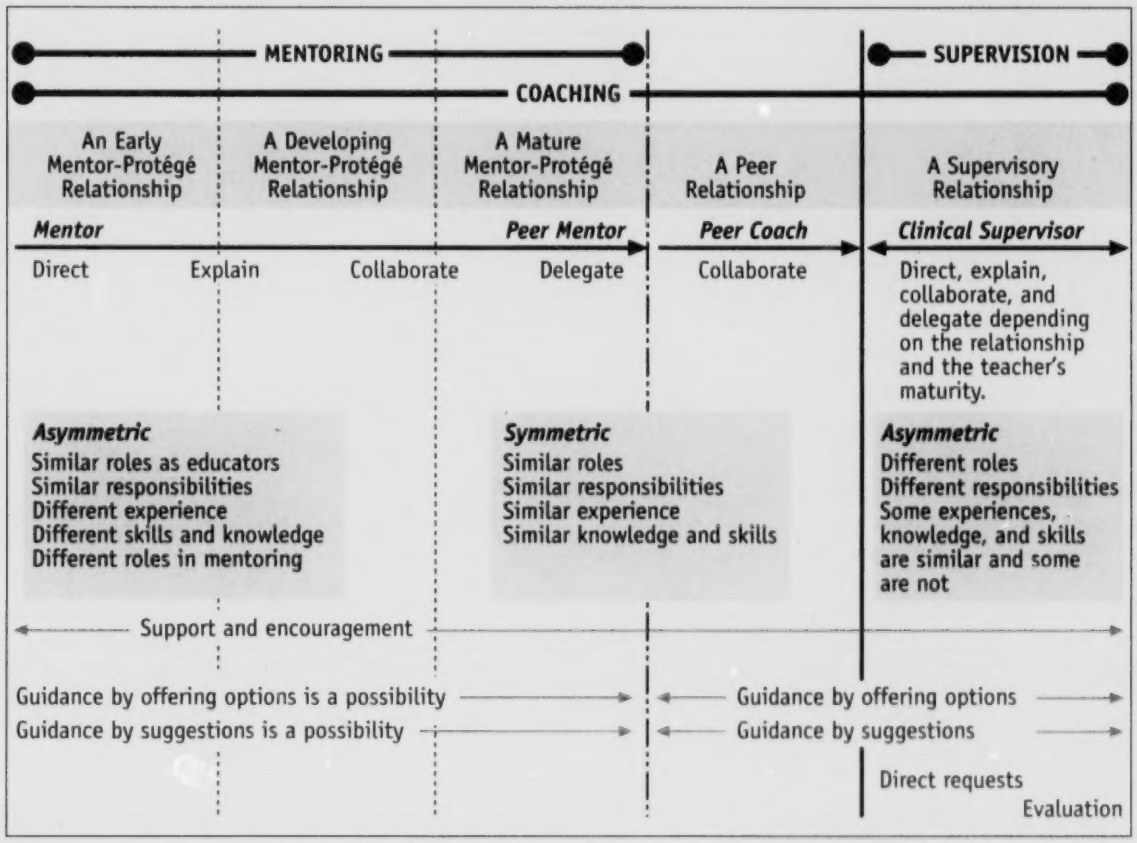

Figure 1.2

says "Every Beginning Teacher Needs a Mentor." Read through the eyes of an experienced teacher or program leader, that sign is pure truth. It may represent their willingness to support new teachers, and as such it is both significant and appropriate. However, a beginning teacher may see such a sign as suggesting that the existing staff does not value the knowledge and experience of the people they have just hired. Certainly, beginning teach-

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ers do need assistance and they recognize that need. The point here is that the way a person says what he or she intends influences whether that statement is communicated clearly or not. A sign that says "All Beginning Teachers *Deserve* a Mentor" expresses intent to support new teachers, but does so in a way that also clarifies how valued the beginning teachers really are.

Words are highly symbolic, and the perception of what is meant by a word is usually more important than the intended meaning. Creating teacher-to-teacher assistance that makes a difference requires that teachers with a difference be identified, prepared, and supported while they work to create new norms for the relationships and schools in which they work (Little 1990).

5. *The next strategy is to clarify the vision for the mentoring program.* Most educational leaders discover that the careful use of words and clear distinctions between roles are crucial elements in avoiding problems and divisions between staff members. A clear vision explains why all the other roles and decisions have been made as they have. It also helps nonparticipants understand what the mentor program intends to accomplish. This concept is discussed further in chapter 2. Clearly, the induction and mentoring program is an attempt to improve the initial experience and learning of beginning teachers. While that is the core purpose of any induction program, the induction and mentoring process should also address at least the two following purposes:

Induction and mentoring programs should induct beginning teachers into the profession so that they can successfully meet current expectations.

- The process of induction and mentoring must support beginning teachers in the development of instructional and other professional practices. As students, novice teachers observed over 10,000 hours of teaching. Most likely the teachers they observed were not as intent on using the principles of engaged learning, active learning, or brain-compatible teaching as current practices dictate. Probably they attended schools that were much less diverse than schools today (Fieman-Nemser 1983). Very likely, these novice teachers have much to learn from their colleagues and their mentors about what it means to be an educator today. Induction and mentoring programs should induct beginning teachers into the profession so that they can successfully meet current expectations.
- Induction and mentoring are frequently an effort to gradually transform the culture of the traditional school. As previously stated, many beginning teachers probably did not observe their teachers functioning in the collaborative ways school leaders want teachers to work today. They probably did not see teachers advising each other or working with students together in each other's classrooms. Given that reality, beginning teachers also need to be inducted into the vision for the profession teaching is becoming, not the profession it has been. Beginning teachers need to enlist in the journey of shared continual learning.

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Many educators would describe the current transition in schools as one of becoming a learning community in which adult learning is as common and expected as student learning. Mentoring is a journey strategy for gradually creating a learning community, two people at a time, by practicing collaborative learning one conversation at a time. However, this continual process of learning only happens if it is undertaken intentionally. To make this happen, the induction and mentoring program first must explicitly clarify that going on that journey is the expectation for all educators. The program also must provide visible models of leaders who are continually learning, open to feedback, and support all staff in learning how to be continuous learners. Since such activities are usually not the norm, mentoring is a counterculture activity. Clarity of these purposes is vital if the program is to be effective and if a leader is going to assure that the program achieves all its potential.

Mentoring is a journey strategy for gradually creating a learning community, two people at a time, by practicing collaborative learning one conversation at a time.

6. *The sixth strategy for the transition to greater teacher leadership is to provide mentors and any other teacher leaders with specific positive responses to any expected negative statements their colleagues might make.* Hopefully colleagues will not treat mentors negatively, but the fact is, it can happen. Even a good friend may offer up a statement that feels innocent to the giver but that is hurtful to the mentor. For example, a friend sees the mentor about to enter her protégé's classroom to do an observation and asks the mentor, "Don't you hate being out of your own classroom?" Such an inquiry might be sincere, but it can suggest to the mentor that mentoring is not valued and that the mentor is seen as not caring about his or her own students.

If a mentor is not prepared in advance for such a situation, he or she might react defensively to such a statement. The alarming result might be that a gulf is created between teachers, which results in the mentor program being perceived by both parties as causing that division. However, if mentors understand that part of their role is helping to create new cultural norms for teacher leadership, they will anticipate potential misunderstandings between themselves and others not directly involved in conversations about the intent of the program. Mentors should also understand that their colleagues' statements can be interpreted both positively and negatively. Mentors need to demonstrate trust and respect, to assume the best about their colleagues, and to respond positively to their statements.

Mentors should understand that their colleagues may be uncomfortable with increased teacher leadership, especially when it requires teacher leaders to be out of their own classrooms. Even if the colleague's statement was really intended as a sarcastic zinger, the mentor still needs to respond positively. Mentors should prepare a simple, honest, and positive response in advance, such as, "Yes, I am uncomfortable missing my own class, but I also feel that what I do as a mentor is an investment in the whole career of this new teacher and that this work will benefit thousands of students over

time." With such a response, the negative intention is turned into a positive lesson about why mentoring should be valued and supported and why the mentor has chosen to accept this new and challenging role.

7. *The final strategy is to create ways for mentoring to occur in which a teacher's time away from his or her own students and classroom is minimized, or in which that time away is not disruptive to instructional continuity.* This is perhaps the most difficult aspect of the leadership role because time is so precious in schools. Leaders must ensure that, as much as possible, the time needed to improve teaching is not taken from the time needed to teach. When teacher learning competes with student learning, teacher development and improvement always loses.

Mentoring programs that have few expectations for improved teaching can probably be conducted during a free period every once in a while or after school hours. That "found" time may be adequate for mentors to answer a few questions and lend an occasional hand. Mentoring that seeks to improve instruction requires that mentors be given the time to observe teaching in their protégés' classrooms and to confer with their protégés about what should be improved and how it will be improved. High-impact mentoring is labor and time intensive, but it is the only way to achieve the desired results.

When mentoring is seen as a part-time, additional role for a full-time teacher, little can happen that challenges people to grow. Leaders need to find the time to allow mentoring to happen during the school day. At the secondary level, leaders can modify supervision periods, study hall assignments, and hall duty to make that time available to mentors. Leaders can also advocate for the need for time to observe and confer about teaching and can guide decision makers to allocate the dollars needed to provide mentors with lighter teaching assignments. This type of assignment gives mentors time to mentor every day without stealing the time from students. However, such an investment must also be accompanied by clear expectations for the use of that time, training in coaching skills, and often some simple accountability for the use of that released time, such as a mentoring log.

Other approaches some leaders use to create more time for mentoring include the following:

- Full-time release from teaching accompanied by assigning the mentor to several protégés
- Full-time release from teaching accompanied by assigning the mentor to other staff development duties in addition to mentoring
- Creation of yearlong administrative internships in which the intern role is defined as a mentor and there are no evaluation expectations that could reduce the mentor's effectiveness. Such a role conception is often developed as a part of a leadership development and succession planning strategy.

- Assignment of a mentor and beginning teacher to the same classroom as a teaching team. This powerful strategy ensures the time to model, coach, and otherwise facilitate the protégé's growth on a daily basis. It also eliminates the need for the mentor to leave the classroom to observe the protégé's teaching. This strategy is expensive, but the professional growth of both the mentor and protégé is heightened and a disruption to instructional continuity is hardly ever a problem.

TIME IS THE KEY

It is vital to accept the fact that, in most schools, increased results *cannot* be attained without increased commitment of time and resources.

Many other educational initiatives also require time for the professional dialogue needed to improve education. Examples are inclusion, teaming, school improvement, development of assessment and curriculum, and alignment with standards. Time is needed so that all of these, in addition to mentoring, may proceed at a pace to improve the results of what teachers do every day.

Clearly, restructuring the use of time is one of the most difficult things leaders may have to do, but it may also be one of the most critical contributions leaders can make. Providing employees with the tools and the time they need to do the job that is expected is a central function of administration and leadership. It is vital to accept the fact that, in most schools, increased results *cannot* be attained without increased commitment of time and resources.

In fact, it can be argued that one of the greatest contributions mentoring can make to education is that it directly and clearly challenges educational leaders to resolve the conflict between the time to teach and the time to improve teaching, and between the traditional and desired roles teachers can assume. Effective educational leaders understand this challenge and willingly accept it as a fundamental aspect of their work. Educational leaders are most effective when they understand they must function as cultural architects who address these issues directly.

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CHAPTER 2

Developing the Induction and Mentoring Program

An effective induction and mentoring program can have many possible components. This chapter explores these components using my experience to highlight how to design an induction and mentoring program that achieves the results program leaders seek.

Program development models are typically studied by educational leaders in graduate degree and administrative certification programs. However, that theoretical knowledge is not always applied in practice, nor is every person who might lead an induction and mentoring program necessarily a product of such a program. Therefore, this book makes few assumptions about what program leaders already know and strives to provide readers with all the information necessary to create a successful program.

THE SEQUENCE FOR CREATING A SUCCESSFUL PROGRAM

The program development process can be complex, as numerous components are developed simultaneously and many issues are interconnected. The sections below provide the information leaders need to be able to effectively create a successful induction and mentoring program.

Empowering a Leadership Group

The first step in the process is to create a collaborative group that represents all those who hold a stake in the outcome of the program. For

example, if the Board of Education is interested in the improvement of teaching and student learning and needs to know how induction and mentoring accomplish those purposes, then a representative should be encouraged to join the planning group. This leadership group should be empowered as the Induction Research and Program Planning Group.

Doing the Research

The use of such a group for program planning is fairly typical. However, the fact that the group also needs to do some research into what is already known about effective induction and mentoring processes may not be so obvious. Many aspects of planning a mentoring program are essentially common sense, and members' intuition as educators and parents provide an excellent start. As true as this is, intuition is an insufficient guide if the program is to achieve a high impact on teaching practices and student learning. If the process was simple and completely intuitive, high-impact mentoring would be more commonplace and schools would be more like learning communities than they are. Planning groups need to research effective programs to build on the lessons others have learned.

The research this group should undertake is defined in this chapter. The process is detailed and can be difficult because it requires extensive searching, reading, discussion, and consensus building. Little can or should be done to streamline the research process. The process can take at least one to two years to do well, but can usually be limited to a year if the group uses at least some of the online, print, audio, and visual resources listed in the Appendix. These resources limit the work of finding the best strategies, effective models, and so forth.

Learning from an Induction Expert

Program leaders who want to develop an effective program, but not take too long to do it and not have to learn important lessons the hard way, probably need a mentor to help them through the process. Therefore, another powerful program strategy is to use someone who is already an induction and mentoring expert, such as a consultant. Be cautious in this area, however, for there are many who promote themselves as experts in mentoring because they have supervised student teachers, started a mentoring program, or served as a mentor. While each of these experiences is probably significant, they do not guarantee the person can provide what is needed to deliver a high-impact program in a short time. What is needed is a person who provides all the following in a delicate balance:

- A mentoring practitioner who has worked at several levels of induction and mentoring responsibility
- A staff developer who understands change and can facilitate professional growth

- A teacher who knows how to effectively communicate complex ideas to others
- An administrator who knows the problems and solutions of program coordination and funding
- A visionary who is committed to improving education through better, more proactive support of beginning teachers
- A researcher who knows what does and does not work across the widely diverse field of new teacher support programs

Unfortunately, this range of diverse expertise and experience can be difficult to find.

However, the use of such an expert practitioner can provide you with much-needed support and guidance for the developmental process, help avoid the detours and potholes in the journey, and dramatically reduce the intensive time and labor searching and trial-and-error learning inherent in research, even when it is conducted by a committed and thoughtful planning group. I strongly recommend that development teams utilize an induction and mentoring expert who can actually be a mentor and model mentoring for the committee during the program development, implementation, and refinement phases of the program. This is the best way I know for committees to understand what needs to be done and to learn how to do it successfully and efficiently. The Appendix will provide you with several options for locating expert guidance.

Defining Needs

In education, everything should be focused on learning and development. When educational programs are effective, it is in part because they have clarified where the learners are relative to where educators want them to be. This is critical to a program's ability to find ways to close that gap. The program's effectiveness is a measure of its ability to move learners from where they are toward the program's desired goal. To do so, educational programs must clarify the desired outcomes of the program or develop standards that define a quality result.

When educational programs are effective, it is in part because they have clarified where the learners are relative to where educators want them to be.

This concept is certainly true in the classroom, where the teacher's lesson planning must account for what students already know and can do as well as the lesson's objective. Instructional activities are effective if they help students move toward the lesson objective. If programs are to improve the work of teachers in the classroom, they must be designed to implement this concept as well. Therefore, the program development process for a beginning teacher induction and mentoring program should

- begin with an assessment of the individual and organizational needs the program is likely to address
- define the result the program is designed to attain; and

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- define activities that are clearly supportive of learners in terms of meeting their needs as individuals and that appropriately challenge and help them to continually learn and move toward the desired result.

The first guideline in the program development process, defining the needs that should be addressed in the program, should include several steps:

1. *Research the literature on the needs of beginning teachers.* This process should certainly include a review of the classic work of Veenman (1984), who studied unsupported beginning teachers and found that their primary focus was on their own survival. You should also seek out more recent studies by researchers such as Huling et al. (1989) and Ganser (1993), who studied beginning teachers who received induction and mentoring support. They found that these novices quickly moved from a focus on their own survival to a focus on instruction and the successful learning of their students. The differences in the findings are significant and indicate the powerful impact induction and mentoring programs can have on the effectiveness of novice teachers.

2. *Assess the needs of your school's beginning and new but experienced teachers.* This is often more of a varied task than one might imagine, especially given the range of life and prior career experiences a new teacher may have. Be sure to include a fairly representative sample of the diverse backgrounds from which recent new employees have come. For example, the needs of recent twenty-one-year-old college grads are quite different from those who are new but experienced and hired from other districts, or of those entering teaching through alternative routes to certification. Conduct this survey so as to assess these needs as viewed by first- and second-year teachers, as well as administrators and mentors.

3. *Frame the local needs assessment to allow a comparison among what new employees already know and can do, what they think they need, and what your research suggests they may need.* New employee viewpoints are critical, but especially in the case of beginning staff, they may be somewhat naive or simplistic. Many beginning teachers do not understand what they do not know until they personally experience the reality of the classroom and full-time teaching responsibilities. If this assessment is conducted during the school year, the results will be very different than if the same assessment is done during the previous summer. Consider the timing of your assessment and the respondents' experience or lack thereof when interpreting the results.

4. *Assess the needs of your organization.* Induction and mentoring programs typically address the needs of beginning employees, and that is, of course, the central mission. However, experience has demonstrated that such programs must be perceived as worth the effort by district decision makers if they are to be sustainable. Basically, that means each program must address valued organizational needs such as the following:

- Increased *retention* of new employees and reduced costs of teacher attrition
- Bringing new employees up to speed with veteran employees regarding *knowledge* of and *commitment* to organizational mission, initiatives, and expectations
- Accelerated *learning curves* for new employees
- Improved *job performance* of both new employees and the mentors
- Increased bottom-line *results* for which the organization is accountable

Defining the Destination

The surest way to create any kind of program that accomplishes its goals is to define the destination before starting the journey. The induction and mentoring equivalent for that statement is this: If the program is to attain the desired results, then the ultimate purpose and goals for the program must be defined before the components of the program can be designed. In an effective program, the decision about program purpose determines program goals and drives every other decision. This means purpose should be decided early and referred to often to judge the potential merits of all later decisions and to routinely evaluate the program's effectiveness. A typical induction program purpose is to improve student learning. The purpose explains why the program goals are needed.

If the program is to attain the desired results, then the ultimate purpose and goals for the program must be defined before the components of the program can be designed.

Identifying the Program's Goals

Broadly stated, induction and mentoring program goals fit within four general categories:

1. Orientation to a new setting and curriculum
2. Induction into the career and responsibilities of teaching
3. Instructional improvement
4. Intent to change the culture of the school to that of a learning community

Such broad goals are not very helpful when designing a program, unless program leaders have considerable induction experience. Within these four general categories are numerous goals that are more specific and that serve as better guides. A review of many induction and mentoring programs reveals the following as more specific and helpful program goals:

- To accelerate an employee's learning of a new job and new skills
- To reduce the stress of transition to a new career
- To improve instructional performance through modeling and coaching by a top performer
- To attract a more skilled and diverse faculty in a very competitive recruiting environment

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- To retain new employees and to protect the district's investment in new teacher recruitment and development
- To increase retention and recognition of excellent veteran staff by creating a setting and roles in which their contributions and wisdom are highly valued
- To provide opportunities to develop positive teacher leadership
- To respond to state, district, or contractual mandates for new teacher support or instructional improvement
- To benefit from a partnership with a university's teacher education program and/or a regional education service center that has or seeks to create programs to support new teachers and mentors
- To promote the socialization of new staff into the school family and its values and traditions
- To gradually alter the norms of the school's culture by creating a more collaborative subculture within which beginning teachers are inducted into the profession and in which teachers can experience being a part of a learning community

This list is too long for any single program to use as it is. You must narrow it to those purposes that are most relevant to your local settings and needs. Most programs target several goals, because they have identified the needs of a number of beginning and veteran teachers as well as organizational needs. The best way to achieve several goals is to design several specific activities or events for each goal. I do not mean to suggest, however, that program components are unrelated to each other. Frequently, program activities can be developed to address more than one goal.

One caution is in order: Program goals and activities should be developed considering the various levels and kinds of prior experience of program participants. What is appropriate for a beginning teacher may be unnecessary for a new teacher hired from another district. What seems suited to an experienced new hire may not be well suited to someone entering the profession from an alternative route. Allow the age and professional and life experiences of new employees to suggest the appropriate structure of the program activities implemented. When new employees' needs are too diverse for a large-group activity, conduct smaller grade-level or subject-area groups or individualize the activity by assigning it to an employee's mentor.

The Ultimate Purpose—Student Success

While almost every induction and mentoring program states that improved student learning is the ultimate purpose, very few I have seen are actually designed to attain this goal. This is part of the reason very few programs are highly effective in actually improving student learning.

Every program that ultimately seeks improved student learning should begin with a consensus about the kind of teaching that promotes the desired student learning. Then, the program should be framed considering how mentoring could be conducted to promote the desired teaching. If a school decides, for example, that it wants students to be active learners whose learning needs are met by individualized instructional strategies, then teaching must utilize those methods. However, new teachers may not have observed many of their own teachers using individualized instruction strategies, and so they may have trouble using the desired approaches to teaching. To learn and master such desired methods, new teachers must personally experience professional learning opportunities that are both engaging and individualized. Also, they must explicitly understand the expectation to learn and routinely use that kind of instructional approach. Finally, beginning teachers must be able to observe excellent instructional models who demonstrate the desired methods, and they must have intensive coaching and support to implement these methods in their daily work with students. For example, it makes no sense to lecture beginning teachers about individualized instruction and to provide them with no mentoring. The means must be compatible with the end, or the end cannot be gained.

Therefore, every level of the induction and mentoring program must be a model of the instructional methods the district wants beginning and new teachers to learn and to use with students. The five levels in an effective program, listed below, specifically illustrate this idea.

. . . almost every induction and mentoring program states that improved student learning is the ultimate purpose . . .

1. The *induction and mentoring program* itself must be conducted using these same models of individualized, active learning. Members of any collaborative planning group and the mentor program coordinator must experience their work as an active and personal learning process, not just as a committee function with a management and coordination role.

2. A *mentor of mentors* should be provided to continually challenge and support the growth of mentors. Mentors should not be expected to know how to provide appropriate and challenging mentoring for beginning teachers unless they have experienced that kind of mentoring personally and have observed what excellent mentoring looks like. The program must assume that, just like beginning teachers, mentors have not learned teaching while surrounded by models who used active and individualized instructional strategies. Although they may be very effective teachers, many mentors will quickly state that they are still learning how to become the teachers they want to be.

3. The *mentor training* must use a process that actively involves mentors in learning effective mentoring skills. It must also explicitly model addressing the individual learning needs of the mentors and prompt them to set individual goals for the continual improvement of their mentoring skills.

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4. The *mentoring* must be individualized to the needs of each beginning teacher and must be conducted as a process in which the protégé plays a very active role. This necessitates a process of mentoring that defines mentors' leadership very carefully because it must be a mutual, reciprocal learning experience.

5. Then, the *teaching* done by the beginning teacher and also the mentor can be expected to incorporate individualized and active instructional strategies.

A clear definition of the intended learning approach and of excellent teaching must be illustrated at every level of the program so that the desired methods are evident in every program activity. Doing this allows leaders to design and conduct a program that fulfills its purpose.

Once the full program model is defined, assessment of the needs of teachers, the needs of the district, and other related issues can dictate which components of the program are needed and when they should be implemented.

Full or Phased Implementation of the Program?

A major issue of program development is whether it is best to plan and implement a full program at one time or phase in components of the program over time. Initially, I believe it is best to design a full program that reflects as many of the characteristics of effective induction and mentoring programs as possible. In other words, whether full or phased program implementation is planned, a full program should be designed. This ensures that initial research about effective programs and local needs is employed in program design, and that the desired program and all its various components are defined as a whole and can eventually function effectively together.

Once the full program model is defined, assessment of the needs of teachers, the needs of the district, and other related issues can dictate which components of the program are needed and when they should be implemented. There is, for example, good reason behind deciding that more experience is needed in one area of the program before it is clear what to do in another area. It may make sense to start a beginning teacher staff development series, but to wait until you have gained experience in that series before implementing a beginning teacher support group.

Figure 2.1 provides a flowchart for the steps that are recommended for this program implementation. As the chart indicates, once the program research and planning group has conducted its research and analyzed needs assessment data, assessed local needs should be compared with the characteristics of effective programs. This comparison should lead the group to a consensus about specific program goals that address defined needs and to a tentative plan for initial and later implementation of program activities.

The Typical Sequence for Induction Program Development

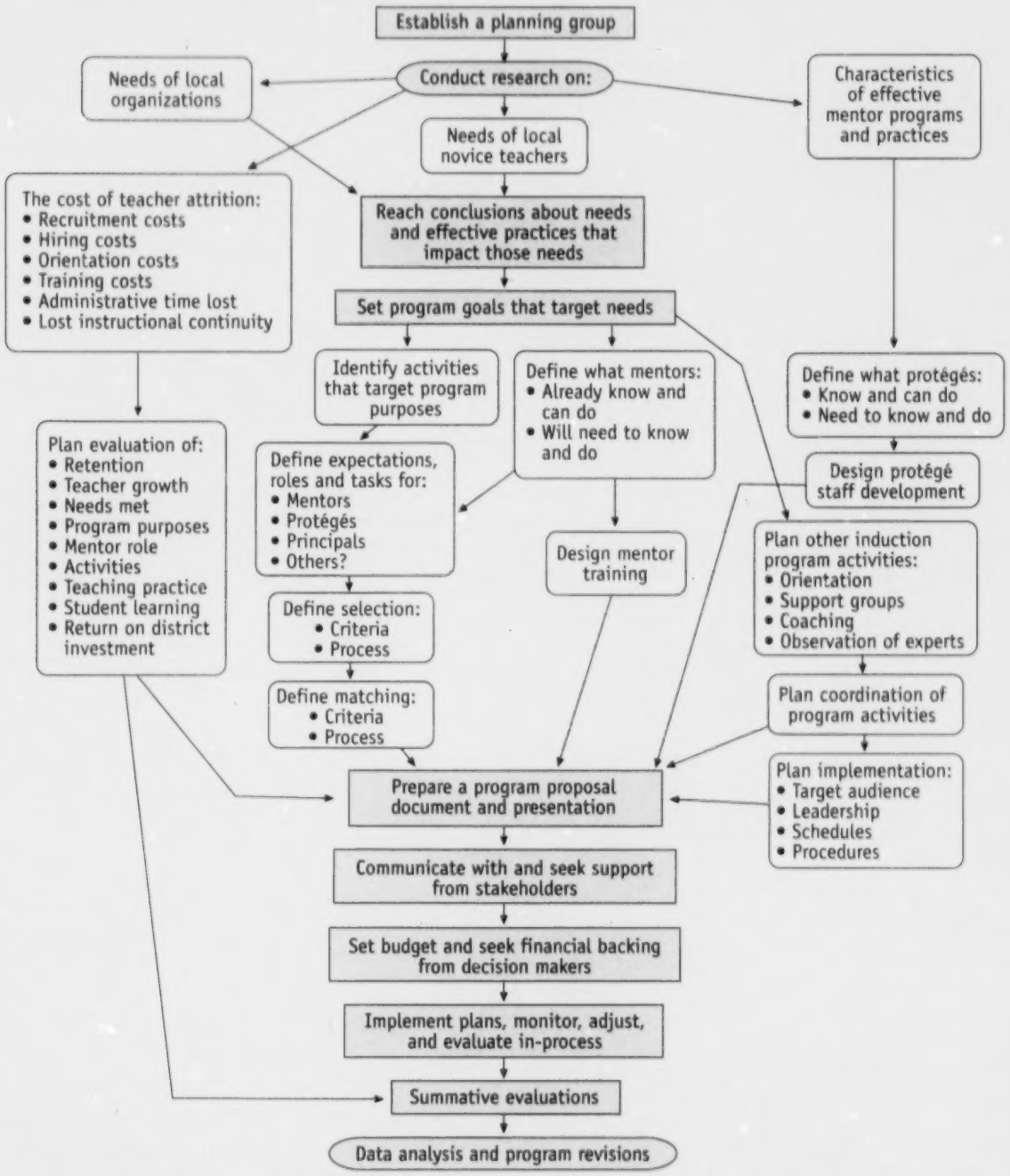

Figure 2.1

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Developing Activities That Incorporate Best Practices

In this book, the term *activities* is used in a general sense to describe each of the components of an induction and mentoring program. The most typical activities or components include an orientation meeting or meetings, providing mentoring support and guidance, providing written program materials such as a new teacher handbook, and requiring a program evaluation. Each of these activities should be designed as a strategy for accomplishing the goals of the program.

Figure Intro.2 in the Introduction can be used as a basic framework for the work of a research and planning group. Many of the components in the diagram will make sense to a planning group, but they may have some questions about including professional development plans and portfolios. Even if your state or district does not have a required connection between induction and certification or continued employment, it is still excellent practice to include the setting of professional development goals, the development of action plans to implement those goals, and the collection of artifacts in a portfolio to attain further professional growth.

If a specific activity does not clearly serve a program's goals, then that activity need not be included.

You may need to consider gradually implementing some of these essential components if your staff is not ready to take on the challenges each component requires. Nevertheless, I strongly urge that programs be designed for eventual implementation of each of the seven components listed in Figure Intro.2 if the program is to achieve a high impact on teaching and student learning.

The next resource that will be useful to leaders is Figure 2.2. This figure does not suggest that an effective program should include all the features listed; there are clearly too many items on the list for that to be true. Rather, you can review the categories and ensure that some strategies from each category are selected and implemented in your program. The items selected should be decided according to the needs of the people and organization the program intends to serve. If a specific activity does not clearly serve a program's goals, then that activity need not be included.

Note that some of the items listed in this figure serve the same goals. Therefore, just a few of the items in a category may be sufficient to address a specific goal. Some items under one category heading may address several goals at the same time. For example, recruitment literature may be designed with the primary goal of attracting teacher candidates by selling the benefits of working in a district in which mentoring support is provided to new teachers. The major benefit to the district would be a larger pool of candidates from which to hire new staff. Such literature also increases new teacher retention due to the increased success of better-quality teachers and the reduced need to dismiss some new employees who have not proven to be the quality of teacher needed. Ultimately, the same strategy serves two goals: attracting and retaining a larger quantity and better quality of new teachers.

The Range of Induction Program Components

Use this list as a starting point for selecting the program components you need to meet beginning teacher needs and to accomplish your program's purpose(s).

1. **Printed Materials**
   - District recruitment literature with description of benefits of mentoring support
   - Employment conditions: District regulations, policies, expectations, and teacher responsibilities
   - Explanations of the mentoring program purposes and processes, and beginning teacher and mentor expectations
   - Checklists of possible start-up and mentoring pair activities and tasks
   - District calendar, schedules of professional development opportunities, other deadlines, ect.
   - Induction program newsletters, program reminder letters, teaching tips, or mentoring tips.
   - Case studies of previous beginning teachers or new mentors to illustrate the learning process
   - Mentor and/or beginning/new teacher mentoring program handbook, including phone numbers of key people
   - Mentor program evaluation instruments and/or information on the district's teacher evaluation process

2. **Activities and Events**
   - Orientation week or days, including time for district, community, and school orientations, as well as time for grade/course-level curriculum workshops and time with the mentor in the classroom
   - Curriculum overview workshops (by grade or course) with a lead teacher
   - Beginning of school welcome luncheon for beginning/new teachers, principals, and mentors
   - Beginning teacher contract signing ceremony

3. **Support Structures**
   - Release time for mentoring pair to plan, observe, conference, prepare room and lessons, problem solve
   - Videotaping services to allow a new teacher or mentor to critique his or her teaching or mentoring
   - Support group meetings or study groups specifically for new teachers or for mentors
   - Mentors selected and matched by criteria for close proximity and common job assignment
   - Induction hotline or Web site with new teacher tips and ideas, lesson plan help, and e-mail mentors
   - Reduced teaching load, number of preparations, number of students with known discipline problems, supervision/chaperone/extra duty requirements for new teachers and mentors
   - Assignment of new teacher to a team-teaching situations with the mentor
   - Daily common planning time with support providers/mentor
   - Monthly meetings of new teachers and the building principal for discussion, support, and training
   - Mentor and new teacher recognition program, incentives or stipends for mentors, graduate credit

Figure 2.2 *continued on next page*

4. **Support People**
   - Buddy teachers, guides, or resource teachers
   - Mentor teachers for individualized orientation, training, coaching, encouragement, and support
   - Academic or grade level team to mentor and provision of daily team meeting time
   - Panel discussion at support group meetings of beginning teachers from last year
5. Professional development
   - Mentor teacher initial and follow-up training, and mentor and protégé training in peer coaching skills
   - Building administrator training in mentoring roles, strategies, process, and administrator roles
   - Workshops on effective teaching strategies, classroom management, parent communication, and so forth
   - Demonstration teaching to model strategies in district initiatives

Figure 2.2, continued

Since 1987 I have had the wonderful opportunity to observe, work with, and advise hundreds of induction and mentoring programs in all kinds of organizations and from all over the world. In the course of my work I have constantly sought to identify what people's goals were and what they were doing as a program that helped them accomplish those goals. I have frequently used the answers to those two questions to create and then refine my own model of an effective program.

After years of doing this analysis, I have created the model in Figure 2.3, which represents my ideal induction and mentoring program.

I believe that this figure represents the best practices in new teacher mentoring and induction programming. However, I hasten to add two points. The first point is that I know of no existing program that uses all of these best practices. Even the programs for which I have served as a consultant for the length of the project do not yet look like my model program, because those programs are not my programs, and my work is designed to support what people feel they need and are ready to do. However, the model program is always in my mind and it guides me as I work with people to improve their program's impact.

Similarly, just as I cannot impose my model program as a template others must follow, so too you should not initially try to implement the perfect model program. Rather, you should

- present the model as the collected wisdom from many programs;
- present the model as a destination toward which the program should progress;
- assess readiness and needs to determine the starting place for the journey;
- implement the parts of the model that address the most immediate needs and that those involved seem ready to accept

Model Induction and Mentoring Program

A model induction and mentoring program has:

- A program model with a time line describing the evolution of new employee support during each program year
- Clearly defined program purposes that address both organizational and beginning employee needs and that are each supported by multiple induction program activities
- Written program materials that explain the purposes and components of the induction program and provide resources to guide participant activities
- Induction activities that are conceptually and practically related to other improvement and professional development initiatives in the organization
- Initial and ongoing orientation activities that differentiate between the needs of beginning and new employees
- Staff development training or seminars designed specifically to address needs of beginning and new employees
- Opportunities for beginning and new employees to observe the practice of highly effective veteran employees
- Peer support groups for beginning and new employees
- Mentoring by trained and carefully selected and matched mentors
- Performance improvement activities, including coaching, that prompt reflection and self-assessment relative to a set of performance standards from the state, the organization, or professional organizations
- Professional development goals
- Professional development action plans to attain PD goals for mentoring pair implementation
- A professional development portfolio used
  - to prompt reflection and self-assessment
  - to document increases in professional performance
- Time provided for each program activity and expectations clarified for the use of that time
- A specific line item for the induction program in the budget
- Administrative training in the content and processes of the induction program
- A dedicated and collaborative group for program coordination and leadership
- Joint planning with regional professional development and higher education institutions to provide a seamless and coherent continuum of employee growth and career development opportunities

A model mentoring program includes

- Clearly defined roles and tasks for mentors that are aligned to program purpose
- Mentoring tasks differentiated for the needs of beginning and new employees
- Clearly defined characteristics of effective mentors
- A set of selection criteria and a process based on effective mentor characteristics

Figure 2.3 *continued on next page*

SkyLight Professional Development

- Matching criteria and process that emphasize proximity and similar job assignment
- Process for dealing with mismatches (no-fault "divorce")
- Research-based initial and ongoing mentor training and expert coaching
- Clear expectations for the mentor-protégé relationship (e.g., trusting, confidential, mutual)
- A mentoring process model based on addressing beginning and new employee needs and facilitating professional growth
- Mentor peer support groups
- Mentoring of mentors by a coordinator or lead mentor that models desired mentoring practices
- Several strategies for each of at least two of the following three:
  - incentives prior to mentoring
  - support during mentoring
  - recognition during and following mentoring
- Administrative support for mentoring
- Time provided for planning, coaching, etc.
- Summative and formative program evaluation relative to program purposes
- Ongoing efforts at program refinement based on evaluation data

Figure 2.3, continued

- become an astute observer who notices where people are becoming comfortable and where they feel the need for continued improvement, and assess the readiness of people to take the next steps; and
- use emerging needs and desires to move the program toward the model.

The second point I hasten to add after presenting the Model Induction and Mentoring Program (Figure 2.3) is that I recognize that many people involved in existing or initial induction and mentoring efforts may feel overwhelmed by such an ideal model program, particularly if their organization has few resources available to support induction programs. Here are two bits of advice to consider relative to that concern:

- Design for the best, but implement by starting with the next steps from where you are now.
- Do not expect to be given the resources you need to create a model induction and mentoring program up front. First of all, it is not likely to happen, and second, it is probably best that it not happen right away. It is usually better that a program be implemented gradually, starting with those activities that address the most immediate needs, and that time be allowed to try things and to gain experience and wisdom about what works best. Then, the program can be gradually modified and implemented as leaders feel the program needs and can handle it.

Over time, as the general understanding of the program and its contributions increases, the initial activities that seem complex and challenging become more routine, and program leaders have the emotional and physical energy and the experience to work toward another step in the implementation process.

Developing Activities That Also Address Program Goals

Program leaders need some structure to help them evaluate whether a specific activity really serves program goals. You can use the chart in Figure 2.4 to provide such structure. To use this chart, write each of your program's goals at the top of a column, then list the activities being considered in the left-hand column. Next, compare these two items to see if each of the goals is sufficiently addressed.

For example, assume one of a program's goals is to provide critical information to new employees. That goal would be listed with other goals at the top of one of the columns under the heading Program Goals. Perhaps the leaders of this program have decided they need a new teacher handbook to provide a reference to key district information, expectations, and policies. This activity would be listed in the left-hand column under Program Activities. Then, the leaders would look at the Goals column and decide where the row for the new teacher handbook activity intersects each goal or just one or two of the goals. To indicate that the handbook supports any of the goals, they would mark an X in the intersecting box or write key words such as district information in that box.

Each program goal should be addressed by activities that are specifically designed to help the program attain that goal. For example, if a program's goals include promoting individualized instruction, then the program would limit the use of group meetings for orientation, training, and support to just those deemed to address common needs for all protégés. All components of the program would be designed to reflect the priority placed on individualized support for learning.

Using Figure 2.4 for this kind of comparison, you can ascertain if all activities are really supportive of your program's purposes and eliminate any activities that are not. This comparison also reveals where there are no or too few activities to accomplish a particular goal. Existing programs can use this same structure to revisit their goals and activities, too.

Last, this figure serves as a guide for the individuals who must lead each of the separate program activities. As time marches on and program planning decisions become more distant in memory, program activities can become less focused and be shaped by individuals who may have forgotten the program's original intentions. Effective leaders will ask that individuals who are responsible for each activity refer to this figure to remind them of why they are doing the activity in the first place. As the picture on the top

Designing Induction Activities to Support Program Goals

First list program goals, then list planned program activities. Next, decide how each activity can be done to support each of the program's goals. Decide how each activity intersects with the program goals. Mark an X or write key words in the boxes where program activities intersect with program goals, noting that "goals should lead the dance."

Program Activities	Program Goals						

Figure 2.4

of the figure suggests, it is critical to implement the intention that goals lead the dance. This is a highly useful process because it helps to ensure that the big picture program planners had in mind at the beginning of the process is used to guide all efforts during implementation. This kind of ongoing awareness of purpose is the real root of a program's effectiveness.

Seeking Funding

You may wonder whether the step of setting a budget and seeking financial backing should occur much earlier in the design process. It may seem a potential waste of time to go through the work of program development before ensuring that sufficient financial support exists. It is my feeling, however, that when asking for the resources needed, a presentation of the local research on needs and the elements of the program deemed necessary to meet those needs should be offered. If valued goals and program components to attain those goals are not defined and presented, why would decision makers value and support the induction and mentoring program proposal? Most often they will not, unless a comprehensive solution is provided that they can perceive as what is needed.

CHARACTERISTICS OF EFFECTIVE MENTORS

Once the induction and mentoring program sequence is understood, the next step is to define and use a list of the characteristics of effective mentors as an essential strategy for assuring that the best possible mentoring occurs. A list of such characteristics is offered in Figure 2.5. This list is a synthesis of many such lists that I have collected from studying related research, from working with many programs, and from the experiences of many mentors, beginning teachers, and induction program coordinators.

All programs should adopt or develop their own list of characteristics, because these will help in making many of the remaining program decisions. For example, these characteristics can be used in comparison with actual mentor skills to determine the content and skills needed in a mentor training to prepare mentors for their work. This list can also be used to create a set of criteria for selecting the best mentors for the program. These, as well as other applications for the list, will be provided later in this chapter.

As critical as it is to use a list such as this to design mentor program components, it is also important to note two additional cautions. These cautions come from personal experiences in coordinating an induction and mentoring program, and are lessons I wish I could have learned earlier, since they would have saved the program and the people involved considerable difficulty. The basic lesson is that program leaders cannot focus exclusively on high standards when what they really want is to support professional growth. In other words, the characteristics of effective mentors should be used flexibly, as a target to work toward. Real people

Program leaders cannot focus exclusively on high standards when what they really want is to support professional growth. . . . the characteristics of effective mentors should be used flexibly, as a target to work toward.

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Characteristics of Effective Mentors

- Willing to serve as a mentor and to be approachable
- Able to anticipate problems and prepare solutions in advance
- Excellent role model of a professional educator
- Sensitive to the evolving developmental needs, feelings, and skills of others
- Candid, but also positive, patient, encouraging, and helpful
- Committed to the success of his or her protégé
- Discrete, confidential, and astute in what is said and not said
- Nurturing, caring, and accepting
- Dedicated, enthusiastic, experienced, effective, and reflective teacher
- Emotionally stable, trustworthy, reliable, and self-confident
- Continual learner, open to the views and feedback of others, and a risk taker
- Team-oriented, sees diversity as a strength
- Adept at achieving balance between maintaining relationships and accomplishing tasks
- Knowledgeable about the organization and its culture, mission, and values
- Effective listener and communicator
- Respected by others
- Effective leader and facilitator of both adults and students

Figure 2.5

are not perfect, and growth, not perfection, is the goal. The two cautions I offer here clarify this idea further.

The first is that rarely does an individual exist who has all the characteristics of an effective mentor. In fact, finding such a paragon of virtue may not be practical or even necessary. What may be more important is to find people with as many of these characteristics as possible who have a willingness to demonstrate the attitudes and work ethic of a continual learner. Very few teachers today claim to have all the answers, especially with the teacher's role changing as much as it is. In fact, someone who claims to have all the answers should not be selected as a mentor, because this person is probably unable to model continual learning and is likely also out of touch with the current movement toward more constructivist, brain-compatible teaching methods that clearly show there is not one right way to teach or to learn.

The second caution is that the needs of the beginning teacher should dictate what the mentor should do to be effective and, therefore, the characteristics necessary to be effective in that specific situation are not the same as those required in other circumstances. To ignore this fact is to forget that mentors are provided to beginning teachers precisely to allow for individualization of their support and to increase the effectiveness of that support.

Mentors must be able to balance being task-oriented, highly organized, and productive with being relationship-oriented, able to invest in another's growth, and willing to work at effective communication and trust building.

Basically, the characteristics desired of mentors are those of both an effective teacher of students and an effective staff developer or teacher of adults. Although these two roles do overlap somewhat, they are not completely the same thing. For this reason, the most common element of mentor training is a study of the principles of adult learning.

Mentors must be able to balance being task-oriented, highly organized, and productive with being relationship-oriented, able to invest in another's growth, and willing to work at effective communication and trust building. Mentors must be sensitive to both of these dynamics of mentoring, because the beginning teacher's needs shift as he or she matures professionally. Therefore, the approach required to remain effective as a mentor must shift as well.

Defining the Roles and Tasks of Mentors

The first use of the characteristics of effective mentors is in the definition of the roles and tasks mentors should be able to perform.

- A role is a broadly stated function that describes the relationship of the mentor to the protégé, such as serving as a friend, an advocate, or a teacher. Roles may be similar to characteristics.
- A task is a specific activity or behavior—almost always something that can be observed. Tasks are what leaders want mentors to do.

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For example, if a characteristic of an effective mentor is that he or she should be capable of empathizing with their protégé, his or her role might be that of a good, active listener and his or her task might be to set aside a regular time to confer with and listen to the protégé.

In a similar way, program leaders should use their own list of the characteristics of an effective mentor (or the list provided in Figure 2.5) to develop a list of the roles they want their mentors to fulfill and another list of the tasks they want to see their mentors doing. Of course, some of the characteristics suggest more than one role or task for mentors. As program leaders develop these two lists, they should be sure to clearly state the following three things on each list:

- The roles (or tasks) of the ideal mentor
- That actual mentoring is determined more by the specific needs of the protégé than a generalized list of ideals. In other words, not every beginning teacher needs his or her mentor to be all the things on the general list.
- That the idealized lists of roles and tasks are designed to prompt mentor self-assessment, reflection, goal-setting, and professional development to allow the mentor to be the best mentor possible

Another concept leaders should share with mentors is that they should think about mentoring as both a short-term and a long-term role. In the short term, the needs of their current protégé dictate how they function as mentors. But chances are mentors will enjoy and benefit from their work and they will want to serve as mentors again. When that time comes, mentors will begin to see that becoming an effective mentor is a longer-term process than they originally thought. The needs of their first protégé may have required one set of mentoring strengths, but the needs of another protégé will cause the mentor to grow in different ways. Second-time mentors understand that comparing themselves to an idealized list of mentor characteristics, roles, or tasks has helped them become more effective in assisting different protégés. If program leaders are clear about these issues while designing their lists and when communicating with mentors, these lists will motivate mentors toward those ideals.

One more word of advice: Distinctions were made earlier in this book regarding beginning teachers compared to the new but experienced teachers whose needs are very different. One interesting strategy for defining mentoring roles and tasks is to provide different levels of support to protégés with different levels of experience. For example, in the program I coordinated, my colleagues and I defined two roles: one, the mentor, for protégés with a year or less recent experience, and the other, a guide assigned for protégés with more than a year of recent experience.

We developed these two levels of mentoring because we found that experienced new hires did not usually require the intensive support, guidance, or accelerated professional development the beginners seemed to

need. These two mentoring roles allowed for a great deal of flexibility and efficiency because we did not have to train, support, or pay the same stipends to people who served in the less intensive guide role, but their assistance was just what their protégés needed.

STRATEGIES FOR MENTOR SELECTION, MATCHING, AND DEALING WITH MISMATCHES

Another important application for the list of effective mentor characteristics is in defining criteria for selecting and matching mentors. This topic is one of the most crucial, yet tricky, aspects of a mentoring program. It is second in importance only to mentor training. The goal of mentor selection and matching should be to do everything possible to ensure that the mentor assigned to a protégé is really the best available person for the job. Ideally, this means the mentor's strengths match the protégé's needs.

This seems quite simple but, in reality, it is not as easy as one might expect. At times, for example, the best person to be a mentor is not available because of unusual family circumstances, work in a graduate degree program, or other duties at school. In these cases, induction and mentoring program leaders must be more creative and flexible to ensure that the needs of beginning teachers are still met effectively and that their professional development still occurs. In other words, while the selection criteria are an important tool for identifying strong potential mentors, meeting the needs of the protégé is the paramount concern. Selection and matching criteria should not become rigid obstacles to doing the most logical thing for new teachers.

While the selection criteria are an important tool for identifying strong potential mentors, meeting the needs of the protégé is the paramount concern.

One helpful alternative is offered by the role of the guide, which was described in the previous section. When an appropriate mentor match cannot be found, assigning both a guide and a mentor should be considered. For example, suppose that Ms. Mead is the only art teacher at a middle school and she is brand new. The closest person who could best be her mentor is Ms. Kahler, who is across town at the other middle school. But Ms. Kahler will not be available very often to help Ms. Mead, and she cannot help Ms. Mead at all with the crucial information she needs about her new school, staff, procedures, and traditions. This is when assigning both a mentor and a guide really makes good sense. The mentor at the other school can help the protégé with curriculum and district issues, and the guide, who can be any kind of teacher, can help the protégé with building-specific needs.

When it comes to designing a process and criteria for mentor selection there are two philosophies to consider. One approach I call the exclusive method, the other, the inclusive approach. Theoretically, they each seem to have benefits as well as limitations. However, practically speaking, I have tried the exclusive approach and found the problems that accompany

it make it not worth the effort. I prefer the inclusive approach and strongly recommend it. Regardless of the approach chosen, the decision should be carefully made and consistent with the goals of the induction and mentoring program.

Exclusive and Inclusive Matching Approaches

The exclusive approach is the one that seems the most logical, but it is full of hidden pitfalls. Basically, the exclusive approach sets high standards for entrance into the role of the mentor. Usually those standards are based on criteria derived from the characteristics of effective mentors, and they are applied carefully to ensure that only the very best teachers actually become mentors. This is often done because educators want novice teachers to learn from the very best models of instructional practice.

Practically, a number of concerns arise from this approach. The first is that it involves the risk that mentors will be perceived as an elite group by those who are not in the mentoring program. Such a perception may not be intended, but perceptions are very dangerous and they do motivate people's behavior. Mentors do not want to be perceived as better than their colleagues, and this is the reason why a high degree of stress sometimes accompanies mentor status. Such stress should be avoided if possible, and when it occurs, it must be seen as the symptom of a deeper problem.

The first year I was a mentor program coordinator, my colleagues and I began our new mentor program with an exclusive approach to selection because we wanted mentors to be the very best teachers, and we wanted credibility for the mentor program. We found that most potential mentors were concerned that the tough selection criteria would set them up to be seen as better than their colleagues, and because of this the mentoring program would become divisive. When we asked for mentoring volunteers, we received seven applicants for the forty-five positions we needed to fill. During the year several of those seven warned us that mentoring was being perceived as a country club, and that they did not want to continue serving as mentors, even though they agreed they were doing very important work.

Our mentoring committee felt misunderstood, and we were confused about what to do. Then one day I overheard a novice teacher asking an experienced teacher for help with something. I was horrified when I heard the experienced teacher tell the novice teacher to go ask her mentor who was being paid to give her help and who thought he had all the answers. At that moment I realized mentoring was functioning in the opposite way we wanted it to! Instead of promoting collaboration within the staff as a whole, mentoring seemed to have become an obstacle to increased collaboration. I could see right then that while we might have been promoting increased collaboration within the mentoring pair, we were changing the culture of the larger school in a more negative direction.

In my extensive work with many induction and mentoring programs I find this problem has surfaced over and over again. I have found that most often the perception of mentors as an elite group is created by an exclusive selection method and because some experienced staff have been rejected, in their opinion, as not good enough to be a mentor. Such a result is unfortunate and is to be avoided in a profession that preaches the value of professional growth for all teachers to promote the success of all students. In the program described above, we quickly decided we needed to find a way to select mentors that would both provide models of excellent practice and move the entire faculty toward more collaborative professional relationships. We also began to understand that our exclusive approach was based on a model of professionalism that we did not really accept. We did not think excellent teaching was the application of a formula or that the best teachers had all the answers.

The inclusive approach to mentoring assumes that the best models are those teachers who are continual, visible learners.

Thus, we began to ask how we could induct people into our profession when the definition of what a great teacher was seemed to be experiencing such dramatic change. We realized the mentoring model we wanted was that of continual learners who were so concerned for the success of their students that they were never content with who they were as teachers and were always trying to become even better teachers. When we shared this new conception of mentoring with our existing mentors and other colleagues, we got a resounding "Yes!" as the answer. Lower levels of stress were immediately evident—a clear result of expectations that everyone should be a learner.

The inclusive approach to mentoring assumes that the best models are those teachers who are continual, visible learners and, therefore, that many veteran teachers can learn to be mentors. This approach removes the perception that being a mentor means one has finished learning and has arrived, and replaces it with a new perception that mentors are models of learning who expect to learn a great deal from their work as mentors.

In this approach the mentor provides the typical assistance, guidance, and support for the protégé's professional growth. But the mentor's job is also to model professional growth and a constant focus on learning how to get better at improving student learning. Notice I did not say the mentor's job is to improve student learning; I said it is to get *better* at improving student learning. In other words, the goal is not to be reached unless mentors and protégés get better at getting better together.

Using a more inclusive approach to selecting mentors has its challenges too. In the program I worked with, we did not want to create the impression that anyone, regardless of teaching skill, could be a mentor. We did want a meaningful set of selection criteria and a selection process so that being called a mentor meant something valuable.

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Suggested Selection Guidelines

What I now recommend took us three additional years to figure out, and I have been refining the ideas ever since then, as well. These guidelines are designed to help a more inclusive selection process remain a quality process.

1. Use your existing (and accepted) salary schedule structure plus people's most recent evaluation as the threshold for entry into mentoring. In most cases, I recommend that mentors have at least five years in a district, a master's degree in their teaching assignment, and be evaluated at the top level of the district's evaluation system.

Built-in, ongoing training and support for mentors and protégés are essential for an inclusive program's success.

2. Provide timely, brief informational meetings that are required for any person who is considering becoming a mentor. Use the meetings to present a realistic definition of what is expected of mentors. One goal of the meetings is to recruit new mentors. The other is to provide information that will cause persons who are less likely to succeed as mentors to eliminate themselves. I have found the following three statements to be helpful in accomplishing the latter result.

- People who do not want their own teaching practices to be exposed to evaluation by others should understand this is what mentors must do. If they are uncomfortable doing so, they should not become mentors.
- People who do not want to experience an intensive relationship in which they are the helper, friend, and confidant should see that such a relationship is necessary in mentoring, and they should choose not to become a mentor.
- People who feel their own teaching is just fine as it is will not welcome the challenge of actively and openly learning new strategies in front of others. That is what mentors must do, and those who are not comfortable with this should not become mentors.

3. The inclusive approach and the expectation that mentors will model continual learning requires that the induction and mentoring program be just as much about the mentor's growth as about the development of beginning teachers. Built-in, ongoing training and support for mentors and protégés are essential for an inclusive program's success. Start that training with a solid two- or three-day mentor training that requires mentors to work at acting like mentors. The goals are both to provide the guided practice mentors deserve for their challenging role and to further encourage weaker staff to opt out of mentoring before they are actually assigned to a protégé.

Such a mentor training has another benefit as well. It allows the program leaders who are leading the training to observe the mentoring candidates in action and to decide for themselves if some really cannot do what is expected of mentors. In this case, an additional safety net is created, for leaders may find there is occasionally a mentor for whom the right protégé match is never found. This should not be done as a manipulative trick, but

mentors should understand that matching a mentor and a protégé is governed by criteria that match a mentor's strengths to the needs of a novice teacher. This allows the program leader to sincerely explain why a mentor who has been trained has not been assigned a protégé.

During my four years as a mentoring program coordinator, I worked with more than 160 mentors and only once did I experience the problem of an inappropriate person wanting to become a mentor. I believe this is because of the approach I have just described. However, it was in this same specific case that I discovered the value of the next strategy.

4. Plan on separately checking with every mentor and protégé starting about one month into their relationship regarding whether they feel their mentoring match is as effective as it should be. Ask the protégé first. When one member of the pair says the match is not working, explore the reasons and decide if a new match is needed. This strategy is a vital companion to the more inclusive approaches to mentor selection, but it should be done in every program regardless. Ending a mentoring relationship prematurely can be a traumatic, hurtful, lose-lose experience for everyone involved if it is not properly handled. I have found that the following guidelines help to make it work as positively as can be expected for everyone involved.

- Point out when you ask a person to be a mentor, and again in the initial mentor training, that mentor-protégé matching is an inexact science. Program leaders do not know much about the real needs of a beginning teacher at the moment at which he or she has just been hired and a mentor is assigned. Explain that it is reasonable to assume that, as more is learned about the needs of the protégé, in some cases it will become clear that the wrong match was made and it is no one's fault. Explain that the program has a no-fault divorce policy, because it is primarily focused on addressing the needs of the beginning teacher. Stress that if what was planned does not address the needs of the teacher, a new match makes sense. Point out that this doesn't mean a mentor is a bad mentor; it is assumed that all mentors are strong teachers. It only means the mentor's strengths were not those needed by the beginning teacher. It is also assumed that all protégés will be open to mentoring and defer somewhat to the experience and wisdom of the mentor. If this is not the case a new match may help, and the change is more about the protégé than it is about the mentor.
- Repeat the same message to beginning teachers when they are told they will have a mentor and when they are together at the orientation meetings at the beginning of the school year.
- Repeat the same message in October just before inquiring if the match is working and again when you decide a match must be dissolved and a new match made.

Your purposes are several. You want to ensure that the best support is provided to every beginning teacher. You want to dissolve ineffective matches as early as possible and create better situations. You want to end inappropriate matches without doing damage to the dignity of either party. You also want to teach both the mentor and the protégé that the success of a learner is the most important thing in your organization; it is so important that whatever time is needed will be spent and whatever difficulty must be faced will be resolved. To make sure everyone understands this, say it explicitly during mentor and protégé training and when it is necessary to dissolve a mentoring pair. Do not assume it is understood; address it directly.

5. People have developed an amazing range of ways to match mentors with protégés. Some have ignored factors I have found to be crucial, and others have used criteria I have found to be less than helpful. For example, I believe matching personality types or educational views is undesirable as it minimizes the learning opportunity. I believe that to learn from someone else, one must see things a little differently than the other person does. Otherwise, a very stress-free and happy relationship with no discoveries, no challenges to thinking, and little growth may be the result. Furthermore, I have found that such methods of matching may even be unnecessary if training promotes exploration of a pair's differences, help in learning how to capitalize on the diversity and different strengths within the pair, and prior planning to avoid problems later.

Instead of these methods, I advise establishing a set of mentor-protégé matching criteria that incorporate the following priorities:

- The highest priority is given to similar job assignments, close proximity, and common planning or common lunch periods. A major part of mentoring is frequent informal opportunities to chat, so mentors and protégés should be put together in situations in which informal time is available. If program planners do not follow this advice when possible, they will soon discover that beginning teachers seek the advice and informal mentoring of those who are nearest them anyway, and these may be persons program planners do not consider to be models of the best attitudes or practices.
- Programs often seek age differences of five or more years in a mentoring relationship. I have found that a more crucial difference is in level of experience. In other words, it may not matter as much if a mentor is older than a protégé, but rather that they have considerably more experience than the protégé.
- Certainly, other factors should be considered as well. If, for example, the mentor program coordinator and a principal are conferring about a mentoring match, they may each have a different perspective on the qualifications of a person as a mentor, but the principal may be the only one to have a view of the needs of the teacher being

hired. What others, such as the principal, know about the parties involved should be considered in the matching decision.

- Use a set of cascading matching criteria. This strategy defines several sets of matching criteria and ranks them with the most desirable combination first, the next most desirable second, and so on. Guidelines for the matching process should then be written that prompt leaders to start considering the highest set of criteria first, and to only move to a lower set of criteria (cascade) when the best match is not possible. When creating less-than-ideal matches, an important alternative to consider is a guide along with a mentor, where the combined expertise of these two people can be matched to the new employee's needs.

The issues of mentor selection and mentor-protégé matching may seem cumbersome or even unnecessarily involved to some readers. However, I have found attention to these two program strategies to be a very important investment of time. Without effective selection and matching criteria and processes, a program may suffer greatly in its ability to develop and retain effective new employees. If those are goals for your induction and mentoring programs, I strongly recommend you invest whatever effort is needed to make selection and matching a logical and effective process.

Effective teaching is complex and demanding work, so it should be no surprise that the system that supports learning how to teach effectively is also complex.

INITIAL AND ONGOING MENTOR AND PROTÉGÉ TRAINING

The most typical district effort in support of novice teacher development is an orientation meeting at the beginning of the school year. As helpful as these are, no one can learn and understand all that is expected of a new teacher from a few hours in a meeting. Staff development for new teachers requires a carefully orchestrated system of ongoing workshops and seminars, support groups and grade-level groups, supervision, and mentoring all year long. Effective teaching is complex and demanding work, so it should be no surprise that the system that supports learning how to teach effectively is also complex.

Staff development is the best way educators know to improve student achievement. Training that accomplishes this purpose requires design of a specific staff development system targeting the unique and evolving needs of new teachers. Many school districts and collaborative organizations have provided such courses and seminars for years. The content ranges from instruction in classroom management, parent communications, assessment, and other district or state initiatives to providing structured interaction with curriculum specialists, mentors, and other peers for support. Such sessions are also a terrific opportunity for program leaders to monitor the success of beginning teachers and of the induction and mentoring program support

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being provided. Online, print, audio and video resources for induction staff development are listed in the Appendix.

Beginning teacher staff development works best when it is designed as the first steps in a career-long journey of continual learning that is expected of every professional educator. When done well, staff development increases the skills and success of novice teachers, promotes collegial and collaborative school norms, and establishes in teachers dispositions of openness and learning from each other. It could not be more important.

In many of the same ways, mentor staff development is just as critical as beginning teacher staff development. By increasing the skills of mentors through mentor staff development, program leaders not only prepare mentors to have a greater impact on the thousands of students who will be affected by the protégé, they also prepare mentors to have a greater impact on the learning of their own students.

Training mentors to adequately prepare them for their roles is the one induction and mentoring program feature most frequently recommended by experienced mentors and coordinators.

Training mentors to adequately prepare them for their roles is the one induction and mentoring program feature most frequently recommended by experienced mentors and coordinators. In fact, strong research evidence suggests that mentor training is the single most important variable to the success of the mentoring relationship (Sweeny 1995). Gordon (1991) supports this with his belief that poor mentor training and support is a major factor in ineffective mentoring programs he has observed.

The most frequently mentioned reason for the importance of mentor preparation is that effective teachers do not necessarily make effective mentors. In addition to this, there are several other, even more crucial, reasons to train mentors.

1. If left without the guidance of mentor training, almost all mentors' natural response to the role of mentor would be to focus on showing the beginning teacher a series of good teaching strategies. Improving the new protégé's instruction is central to the mentor's role, but mentor training in teaching strategies is not as important as people might think. It can be assumed that persons selected to be mentors already know many effective teaching strategies.

What cannot be assumed, however, is that new mentors already know the necessary effective mentoring strategies. Even if the mentor has already served as an informal mentor or in a related role, such as student teacher supervision, the mentor may not know effective mentoring strategies. Who has ever been trained to be a student teacher supervisor or to be an informal mentor? Where might teachers have learned those powerful mentoring strategies except perhaps by trial and error? That method is not a sufficient means for preparing mentors to improve the instructional skills of all their protégés. The strategies mentors must know, such as how to facilitate the professional growth of another teacher, what to do with a reluctant protégé, or how many suggestions are too many, should be explicitly taught and practiced in mentor training. Every mentor deserves that kind of preparation.

2. When mentor training is done well, it is an opportunity for new mentors to learn from the accumulated knowledge and experience of other mentors who have served before them. In other words, mentor training is an opportunity for new mentors to be mentored by more experienced peers. This allows new mentors to capitalize on the wonderful knowledge base that has been accumulated for at least twenty years. Mentor training is the forum for learning such mentoring best practices.

3. Mentors frequently say they know they are not yet the teachers they feel they can become. Nor do most mentors feel they are yet the teachers their students deserve. Most mentors understand that their own mental models for teaching need to be updated as much as do those of new teachers. One of the very reasons mentors choose to be mentors is because they expect to learn a great deal more about teaching through their mentor role. Mentor training should be the first step in the process of a teacher's reconsidering what he or she wants to become as a teacher, in setting goals and supporting growth toward those professional dreams.

4. A major responsibility for mentors is to ensure that their protégés grow to become effective teachers. Such a process of professional growth requires a sophisticated set of skills and knowledge that all cluster under the heading of coaching. Coaching skills are often new to the mentor, as well as the protégé. Mentors often say the only context for another professional educator to be in their classroom is when the principal comes in to evaluate them. This fact clearly suggests that for mentors to be effective at helping improve teacher performance, they must develop some skills in conferencing, questioning, listening, designing data collection tools, observing, collecting data, and analyzing that data. In traditional schools, these are skills that have only been developed by principals. Mentor training must provide mentors with these skills and opportunities to refine and master them.

The advice thus far has been presented separately for mentor training and protégé training. However, there are times when it is important to bring a mentoring pair to a structured staff development opportunity together. Even though this is an approach few districts have used, I strongly recommend that program leaders remain open to it. In some circumstances a joint experience is the most powerful learning that can be provided. One example would be helping mentoring pairs to increase their skill at communicating. Few mentoring pairs will ever choose to practice these skills on their own, and so persons who are not very skilled in communicating may not get better. However, if that same pair attends a joint staff development event together in which time and training are provided to learn these skills, they will be encouraged to grow in ways they might not have attempted on their own.

How do program leaders develop a mentor training that can do an excellent job of preparing new mentors for their responsibilities? While some leaders have developed their own models, I suggest that mentor train-

ing be developed from the lessons others have learned about how to train mentors. The resources located in the Appendix provide what program leaders need to accomplish this task. These resources contain my own Web site, in addition to many other specific references, Web site links, and other resources appropriate for every component of the induction and mentoring program. Specific information on mentor training concerning how to access a mentor training agenda, advice about designing mentor trainings, mentor training materials, and other support materials for learning to be an effective mentor are offered in chapter 6.

BALANCED INCENTIVES, SUPPORT, AND RECOGNITION FOR MENTORING

Incentives, support, and recognition can be as important to the mentoring process as appropriate matches and mentoring training. However, these three topics often seem to confuse people. Incentives, support, and recognition are all areas where common sense dictates that program leaders should do something, but all three seem to be areas in which few people ever get around to doing very much. The confusion seems to occur in part because leaders are not sure how these topics are related to each other. Furthermore, I believe leaders are wary of singling out individuals for something extra that others do not receive, and because they know how strong the egalitarian culture is in schools.

This section resolves these issues and provides some specific guidelines for working with incentives, support, and recognition. Let us begin by defining these terms.

Incentives

Incentives are motivations that are generally provided before something should occur in an effort to influence others to carry out the desired action. In the case of induction and mentoring, most districts with such a program have rewritten their teacher contracts to include activities such as required orientation meetings, beginning staff development, and work with a mentor.

However, the additional time required to mentor was not a part of the mentor's original contract with the district, so a stipend or other incentive makes sense, because leaders want experienced teachers to volunteer to be mentors. But, often the staff members who would be the logical mentors are very busy because they are also very involved in other initiatives to improve the school. Incentives, therefore, are offered to encourage these very busy teachers to make room in their lives to serve as mentors. If everyone could be a mentor, incentives would probably not be necessary. It is only done because it is a buyer's market in which the mentors needed are a special group of teachers.

Anything that can be provided to potential mentors that would encourage them to volunteer acts as an incentive. This includes a large number of diverse options; following are just a few:

- A stipend
- Release from supervision duty, such as hall or recess duty
- Reduced class sizes, number of teaching preparation events, or number of classes
- Tuition payment for graduate classes
- Graduate credit for mentor trainings
- Tickets to a sporting event or a cultural event
- Allowing use of personal days immediately before or after vacations or holidays

Generally speaking, a rule of thumb for incentives is to provide some element of choice so that each person can find something that is motivating to them, thus making the incentives work for most of the people.

Support

Support is the provision of the things people perceive they deserve, because they are are needed to do the job well. An example might be staff development for mentors in effective mentoring strategies. Mentors will appreciate and all be able to use such support, but they will also perceive it as what the district should do to support their work as mentors. Unless a district is very sophisticated in explaining the provision of mentor training, few mentors will perceive mentor training as an incentive to become a mentor. This is the reason most districts offer the incentive of paying mentors for their time while they attend an initial mentor training before school starts.

Beginning teachers may not feel supported by activities that are intended as support until after they have experienced and discovered their value.

In the case of induction and mentoring, support is necessary for both the mentor and the protégé. In some cases the support for mentors is different than that provided to protégés, as in new staff orientation, to which mentors may be invited but for which it would make little sense to mandate their attendance. In other situations the support provided to mentors may be the same as that offered to their protégés. An example of this might be access to substitute teachers for released time to plan jointly or separately or for coaching conferences. Most of these activities are those in which the mentoring pair is at work together.

Three important cautions must be noted regarding support for novice teachers. First, beginning teachers may not feel supported by activities that are intended as support until after they have experienced and discovered their value of those activities. An example of this might be the requirement for a beginning teacher to observe expert teachers other than their mentors for a total of two days. Many beginning teachers have told me they cannot imagine being away from their students to meet that requirement. What often happens is the teacher puts off the observations until late spring,

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when the deadline is looming. Then, after doing the observation, those same teachers tell me they wish they had done the observations in October, because they learned so much that they could have used in their classrooms earlier in the year. The solution to this dilemma is to give beginning teachers a preview during orientation in the form of a second-year teacher panel, who share the lessons they themselves have learned.

The second caution is that beginning teachers will perceive some things as supportive during their first year, but may not see the same things as supportive during their second year. An example of this would be a requirement for probationary teacher staff development that does not differentiate between first- and second-year teachers and expects second-year teachers to attend the same seminar series again. Second-year teachers, of course, have different needs and deserve differentiated support.

The third caution is that some support measures that may work well for beginning teachers should be considered separately for new but experienced teachers. For example, beginning teachers usually perceive all of a series of orientation meetings as useful support, whereas new but experienced teachers do not. In fact, the new but experienced teachers may be insulted if they are required to attend meetings that presume they know as little as a beginning teacher. Therefore, activities should include both beginning and new teachers only when their level of need is the same, such as in the case of a district bus tour.

Mentors need ongoing support for their work just as much as do beginning teachers. Figure 2.6 offers a list of recommended mentor support activities. While any of these activities individually are supportive, I recommend the entire list if leaders want their mentoring to accomplish some pretty sophisticated results. Leaders cannot place high expectations on mentors for results and ignore their need for support and their need to learn how to behave in ways that lead to those desired results.

Recommended Mentor Support Activities

Ongoing support for mentors should include

- Initial and ongoing training for their work as mentors
- Peer support groups that are carefully structured and facilitated, and that meet approximately once a quarter
- A mentor of mentors role that is fulfilled by a program coordinator
- Substitute teacher release to allow time for collaborative work that models effective practice, joint planning, conferences, and observations of the protégé
- Placement in a team-teaching assignment with the protégé
- A small budget for materials and supplies related to mentoring

Figure 2.6

Effective leaders should be aware of some vital lessons about supporting mentors. I have learned that some support activities always work well, some work well only when done in specific ways, and some support activities are not really supportive at all. The challenge is that the support of mentors is generally provided by nonmentors and is based on the leader's perception of what mentors seem to need. In fact, some activities that are framed as mentor support really address program needs and not mentor needs, and thus may not be very supportive of mentors. For example, the second item on the list in Figure 2.6, peer support groups, could fall into this category. Such groups may be well designed or not structured at all. A peer support meeting may be well led or not facilitated at all, and may be focused on mentors' needs or on organizational needs without even considering mentor concerns. As this shows, designing effective support can be a complex issue.

Effective program leaders should consider a few other factors regarding support for mentors:

- If initial mentor training was substantial, such as two or three days, and focused primarily on effective mentoring strategies, the only remaining need for a full training session may be for coaching models and skills. Other mentor learning needs can probably be addressed through mentor peer support group activities.
- If initial and ongoing mentor training was substantial, periodic mentor support groups for mentors should only be held approximately once a quarter. More frequent meetings are really not all that helpful, and can even interfere with mentoring time to some extent.
- If mentor training is a day or less, mentor peer support groups might be held as frequently as once a month so that training and support can be ongoing. If this happens, some consideration, in the form of an incentive, should be made for the additional time this requires of mentors.
- Periodic mentor support group meetings are not just helpful for mentors. They can also serve valued organizational needs because they help to hold mentors accountable for their commitments to each other and to the program expectations. Peer support groups for mentors also provide excellent opportunities for leaders to monitor mentoring activities, mentor needs, mentor perceptions of their protégés' needs, and so forth. These can be useful needs assessments for planning future meetings and trainings or for ascertaining the need to intervene in some situations.
- Both the protégé and mentor trainings and support activities should provide numerous opportunities for teachers to develop supportive relationships with their peers. This means time should be provided for pair and small-group conversation relative to the meeting's topics and that parts of the meeting should allow for informal interac-

Periodic mentor support group meetings are not just helpful for mentors. They can also serve valued organizational needs.

tion. Strategies, examples, and storytelling times should be offered to illustrate how people can use their peers for emotional support, to develop ideas, or to help solve problems.

- Unassigned, but trained, mentors should be invited to participate in peer support groups and future mentor and coaching trainings. Send them copies of program announcements and newsletters to keep them informed about significant lessons learned from other mentors and current with any changes in the program expectations.

Recognition

Recognition is a reinforcement that can be provided, generally after something desirable has occurred. An example of this is an end-of-year mentor recognition dinner at which the contributions of the mentors are collectively affirmed and celebrated. This could include a few selected testimonies of the value of mentoring by high-level district leaders and other activities such as those listed below. At some point in the evening, each mentor should be individually recognized and given a token of appreciation.

Recognition can also be provided during a general staff activity. An example of this would be a principal recognizing new mentors at the initial faculty meeting in August. However, such a situation must be handled very carefully. In the previous example of the mentor recognition dinner, the audience includes primarily those involved in the induction and mentoring program, so there is no concern about teachers who were not a part of the mentoring process being overlooked for their contributions. In the case of receiving recognition at a general faculty meeting, the chance of a perception of being overlooked is much more a possibility.

To avoid that possibility, an effective leader can also do the following:

- Create additional opportunities to recognize other teachers' contributions to the profession, the school, and the students.
- Remind the whole staff of other times of recognition with a statement such as, "In the past we have recognized all of you who have served as student activities sponsors and on district committees. Today we want to honor those of you who are serving as mentors for the new staff we have this year."
- Point out the need for every staff person to understand that the role of the teacher has changed from what it has been traditionally to what it is now, where the honored title of teacher hardly captures all that a professional educator is expected to do. Affirm how much more demanding and challenging education has become since most of the staff began to teach. Also, explain the expectation that every staff member contributes to the welfare of students, each other, and the organization, that this kind of professionalism is a demonstration of the staff's dedication and caring, and that it is appreciated.

- Look for opportunities to personally speak with individuals and thank them for their extra efforts and caring for others.

Incentives, Support, and Recognition as Motivation

Incentives, support, and recognition all are forms of motivation and, as most educators know, motivations can be categorized as extrinsic (or external) and intrinsic (or internal). Incentives, support, and recognition each have some elements of both intrinsic and extrinsic in them. I perceive incentives as being more weighted on the extrinsic side, recognition as somewhere in the middle, and support more on the intrinsic side.

However useful the ideas and categories provided in this section may be, I urge you to avoid rigid thinking about these categories and examples. I believe they are each related to the others in some sense and that they are like the overlapping circles in a Venn diagram. In other words, there are times when an activity or item intended as an incentive is also perceived as a recognition or a form of support.

A good example of this is providing mentors a reduced number of classes to teach, a reduction in the number of teaching preparations, or release from chaperone or supervision duties. Any of these can be seen as supportive, because they provide valuable time, and they might also serve as an incentive or be perceived as recognition for the task of mentoring. Do not let complexity be a problem that hinders your thinking or planning.

Given this potential complexity, allow me to clarify what I recommend as a rule of thumb for providing incentives, support, and recognition. Following are my guidelines:

- The most important of the three categories is the support you provide to employees. Do every reasonable thing you can to ensure they have all they need to perform at the level you want. In other words, I believe you should do several things within the support category. My suggestion for the other two categories of incentives and recognition is to do at least two things in each of those categories.
- If finances or other factors limit what you can or are willing to do in any one of these categories, do one or two additional things in the remaining two categories.
- If you set high expectations for people's performance and their results, ultimately what is most important is that people feel their work is acknowledged and appreciated and not taken for granted. People must feel they have the tools, skills, and information they need to be effective in their work. If they do not, they will not volunteer to do things beyond the minimum or, worse yet, they will

If you set high expectations for people's performance and their results, ultimately what is most important is that people feel their work is acknowledged and appreciated and not taken for granted.

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leave your organization. If one of your program's goals is retention of teachers or increasing teaching performance or student achievement, this advice should be strictly and consistently followed. If this advice is ignored, all the other fine things you have done to create a quality induction program and mentoring experience may not be sufficient to produce the high impact desired. Incentives, support, and recognition are that important.

THE NEED FOR MENTORING PROGRAM COORDINATION

Every successful program requires that leadership and management be maintained in a delicate balance. Enough management is required to ensure that logistics and schedules run smoothly and that best practices are established as routines. Enough leadership is needed to ensure that the purposes of the program are held in focus and that daily activities and intentions are usually aligned. This is certainly true for induction and mentoring.

On the surface, coordinating an induction and mentoring program is not that different a process from coordinating any other developmental program. In that respect, most effective administrators can do it, as can many effective teacher leaders. However, a more crucial leadership issue exists because of the counterculture nature of effective induction and mentoring, especially if the program seeks to establish the new, more collaborative norms of a learning community. In this case, leadership must be particularly visionary and provide an effective model of all the desired behaviors so that people can see the goal come alive. Such a leader must be a gardener who relentlessly plants the seeds and tends to the cultural soil in anticipation that some day the harvest will be worth all the effort.

This suggests an induction and mentoring program coordinator might need to be a somewhat special person. I believe that is true, especially for programs that seriously seek a high impact on their instructional and learning processes. Finding such a person may be a terrific challenge for a school district. "Growing" such a person is often a much more logical and successful strategy. The role of the mentor of mentors is where school districts can start to grow the future leadership their programs will need.

The Mentoring of Mentors: Ensuring Mentor Growth and Success

Of all the strategies a program might use to achieve high-impact mentoring, I consider the mentor of mentors strategy to be one of the most powerful. I know this from personal experience during the four years in which I was a mentor program coordinator in a school district and from the feedback I

have received from mentors in dozens of mentoring programs where this strategy was used.

Most mentors have never had a formal mentor, and, even if they have, there is no guarantee the model of mentoring they experienced is of the quality needed today. That is why attending training on effective mentoring skills and applying those skills effectively while mentoring are two vastly different things. The mentor of mentors role is needed both to hold mentors accountable for increased use and mastery of the mentoring skills for which they have been trained, and to provide support for that learning and implementation process. Essentially, a mentor of mentors is needed to ensure that mentors actually experience what effective mentoring is like so that they are able to be effective.

Without such accountability and support, implementation for mentor training content is very likely to be inconsistent, and the desired effects on teaching and student learning are likely to be missing. I feel it is no coincidence that few induction and mentoring programs have a mentor of mentors role assigned and that few programs achieve their intentions for improved teaching and increased student achievement.

. . . the mentor of mentors must remain a positive and supportive force . . .

Like all other mentors, the mentor of mentors must build a trusting relationship with those he or she is mentoring so that a candid discussion of problems is possible and the risk taking necessary for learning can occur. Like other mentors, the mentor of mentors must remain a positive and supportive force focused on the mentor's own goals for improvement and perceptions of need. The mentor of mentors must also be an effective teacher, able to demonstrate the desired behaviors and model the required attitudes of openness to feedback and learning from others. Finally, the mentor of mentors is a technical coach who provides feedback to mentors about their use of effective mentoring strategies and support.

Service as a mentor of mentors is a rewarding and very challenging task. Usually it is a role assigned to a very special and experienced teacher mentor, although sometimes it is assigned to an administrator. If the person assigned this role is a gifted mentor and is also given the time needed to work with each individual mentor, an induction and mentoring program can be expected to gradually increase in quality and productivity, and the desired results will not be far behind.

SkyLight Professional Development

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CHAPTER 3

Telementoring in the Cyberage

As a result of e-mail, Web sites, and other electronic means of communication and sharing information, the process of mentoring and the mentor-protégé relationship have changed for some people. This chapter explores the pros and cons of these changes and their implications for professional development today. In addition, you will find some advice regarding how to capitalize on these new forms of communication to better support beginning teachers, mentors, and other program participants. The strategies provided here come from my years of personal experience as an e-mail telementor and Web publisher.

This chapter also explores how those who do not even know a teacher can provide support and mentoring to that person via the Internet. Ways that Web sites and other Web-based systems can provide mentoring are also addressed.

As is the case with the use of any technology, there is some need to learn the technical aspects of the process to make the best use of it. Therefore, this chapter walks readers through some of the basic technological steps. In most cases, these are not especially complicated nor overly technical things to learn.

Although educators know how important staff development is in the effort to become better educators and develop better schools, effective, timely, and convenient professional development opportunities are frequently not the norm. Sometimes the subject and delivery of the staff development is inappropriate, sometimes the time is just not available, and often there is not even a place in the school for such professional

interaction to occur. These obstacles have sometimes led to the notion that staff development is something that can only be done away from the workplace and outside of normal work hours.

Induction and mentoring programs that do not proactively confront and successfully deal with these logistical obstacles will be limited, experience problems, and may even be eliminated. Leaders who are planning or refining induction and mentoring programs for novice teachers need to effectively address these obstacles if the programs they design are to have the desired impact.

When it is done well, mentoring of novice teachers is a very powerful professional development strategy precisely, because it challenges these inadequate norms for use of professional time and logistical obstacles. Effective mentoring strategies help program leaders learn how to create the time, place, and needs-based focus necessary to support the professional growth they want for their teachers. Exploring the nature of these obstacles and reviewing how telecommunication has offered some answers to the challenges provides major lessons in how technology-based strategies can be used to advance professional development.

Technology provides several strategies to meet the needs of mentors and beginning teachers . . .

HOW TECHNOLOGY CAN OVERCOME THREE OBSTACLES TO PROFESSIONAL DEVELOPMENT

There are three main obstacles to professional development for teachers.

1. *Addressing needs.* Every teacher has had both positive and negative experiences with staff development. Sometimes the workshop or speaker is wonderful and teachers are sponges trying to soak up all they can from the experience. Other times, the experience is not provided in a way that makes it evident what teachers might do with some obviously good ideas. Worse yet, sometimes the experience is just not applicable to teachers' needs, interests, or professional situations, and it is a complete waste of their very valuable time. For this reason it is usually true that the best staff development situation is one educators help to plan for themselves.

The best topics for staff development address a person's individual needs as an educator and as a team member and are not someone else's idea of what others need to learn. Ideally, teachers should collaborate with colleagues whose work and professional development needs are similar to their own. However, finding others whose interests and needs are like one's own is often pretty difficult. These people are frequently in other schools or even other districts, so such collaboration is often rare. It has probably only occurred when a teacher has been one of the lucky few who received district support to attend a state or national conference in his or her field, which does not happen all that often. Program leaders need to develop effective ways to address this obstacle, so that their induction program is focused on and meets the needs of mentors and beginning teachers. Technology provides several strategies to help leaders do just that.

2. *Providing the time.* The greatest obstacle to professional growth is, of course, the lack of time. Specifically the conflict is between time for students to learn with their teachers, and time for those teachers to learn themselves. What teacher or administrator has not felt guilty attending a workshop during school hours?

Even though nearly every staff development initiative is planned with some form of released time, staff developers know insufficient numbers of qualified substitutes and teachers' reluctance to be gone from their classes too often can impact a staff development program. As a result, staff developers often plan their programs to include stipends for staff work outside of the school day or school year. However, staff developers also know a limited number of teachers will agree to give from the little personal time they have to attend a staff development program.

The bottom line is that time is a huge problem in staff development, particularly in mentoring and coaching, which is so time and labor intensive. Effective program leaders need several strategies for mentoring and supporting beginning teachers that are not limited by the traditional structures in schools for the use of time. Thankfully, technology offers just the strategies needed to more effectively address this obstacle as well.

3. *Lack of a place for professional development.* The third obstacle to professional learning is the lack of a place for professional development to occur. Sometimes the only location in a school district for a group to get together during the school year is the board room, and what happens when more than one group needs to meet at the same time? The need for dedicated professional development space has given rise to teacher centers, professional development centers, and even conference rooms in some schools. However, these are still the exception, and they are still frequently inadequate for the needs that arise. Many schools have no area where private professional dialogue can occur, unless, for example, it is Tuesday and the school nurse is not in and no sick student happens to be in the nurse's office.

Where do those in a mentoring or coaching pair go to have a low-risk, open, and candid discussion of concerns, solving of problems, and exchange of ideas? Perhaps a classroom is available, but if a school is crowded, every space is used. Also, some new teachers do not actually have their own classroom, because they float from one available space to another. If program leaders want mentors and beginning teachers to grow dramatically, problem solving, planning, and many other activities must occur on a daily basis. Technology can also be helpful in dealing with some aspects of this problem.

TECHNOLOGY AND INDUCTION

In 1986, I began to consider purchasing my first computer. At that time, I did not realize the potential of that new technology to help me do tasks and communicate in ways beyond my experience. I viewed the computer

as a better typewriter, which seemed to me to be worth the minor investment. I bought a used Apple IIe from a friend. Today I am on my sixth computer, a laptop. Apparently I have discovered benefits beyond just typewriting, for I have continued to invest in faster, smaller, more portable and capable machines to do work I now consider essential to my profession.

As is true with computers and other new technologies, the benefits provided by the Internet and telecommunications have gone way beyond most people's experience and expectations. Among these unexpected benefits are exciting changes in the ways the professional development of educators can be supported. Suddenly staff development and professional interaction are no longer limited by the school schedule or location, or even the school itself. Individual needs and interests for professional growth are no longer limited by the staff development a district provides. Shared opportunities provided by the district are still essential, but individuals today can also proactively and individually research and learn about any topic they choose.

Essentially, the Internet, Web sites, and e-mail have removed traditional obstacles to individuals finding out what they need to learn to improve their professional practice.

Essentially, the Internet, Web sites, and e-mail have removed traditional obstacles to individuals finding out what they need to learn to improve their professional practice. There are no longer immovable obstacles to collaborating with colleagues whose needs and jobs reflect one's own. The scarcity of time and place are no longer in the way of individual learning. In fact, the world has become a professional development center, and each individual is the director of his or her own staff development program. This is really quite exciting for educators! Most educators chose their profession precisely because they love to learn, but the traditional schools in which they work were not designed to support adult learning. The most interesting aspect of this transition is that most teachers have only discovered the professional development potential awaiting them on the Internet after first finding the learning opportunities that are there for their students.

HOW TECHNOLOGY SUPPORTS INDUCTION

For those of you who have not yet experienced using e-mail, Web sites, and hyperlinks to support your work in induction and mentoring, some examples of these phenomena may be helpful. When reviewing these examples, remember the limitations of time, place, and needs, and think about how well telementoring and other induction and mentoring applications for the Internet seem to overcome those obstacles. Analyze these examples for the ways in which they can better support the staff in an induction and mentoring program.

Example 1: It is early August and Mr. Daniels is away on vacation in the Black Forest of Germany. He has given the mentor program coordinator his e-mail address because there is a chance he will be serving as a mentor the coming fall. When the new teacher is hired and Mr. Daniels is asked to be a mentor, he can reached by the program coordinator and

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immediately respond, rather than waiting for the process to happen when he returns to the United States just before school starts. E-mail also enables Mr. Daniels to extend his new protégé a welcome to the school, answer her earliest questions, and begin to get to know her, all while he is still in Germany. Furthermore, Mr. Daniels can do all this even if the protégé is moving to a new apartment or on vacation herself. E-mail is easily accessible from anywhere, and through this technology the protégé will begin to receive the support she deserves wherever she is.

Example 2: If Mr. Daniels cannot meet with his protégé on a certain day, he can e-mail his protégé with a few questions or ideas, find out what happened in her teaching that day, and inquire how he can ensure that his protégé is prepared for tomorrow. Mr. Daniels does not need to stay late with his protégé at school to get this work done, which is not always possible for him to do anyway. He can do this almost any night at his own convenience.

Example 3: If Mr. Daniels' protégé cannot respond to an e-mail message when he is available, it is not a problem. Mr. Daniels only needs to have made an agreement with his protégé ahead of time that she will always check her e-mail at least once every weekday evening. That way, the protégé can get Mr. Daniels' inquiry at her own convenience, and Mr. Daniels can check the protégé's response whenever he can.

With today's technology, mentoring does not have to be limited to certain times of the day.

Example 4: If the protégé wishes to ask Mr. Daniels a question or needs to find some resources, and Mr. Daniels does not have those answers or resources, he can search the Internet or send the links to his protégé and prompt her to do the searching. Thus, the protégé's needs can be met without always meeting face-to-face.

Example 5: If Mr. Daniels is out of town at a conference and his protégé does not know where he is, Mr. Daniels can still find out how things are going with his protégé and address any needs that arise because he can check his e-mail from anywhere in the world.

Example 6: If Mr. Daniels needs to register for the next mentor program training, or the mentor program coordinator needs to inform him of the next mentor support group meeting, e-mail comes to the rescue again.

Example 7: If Mr. Daniels is stuck with a tough mentoring dilemma and no one in his school district knows the answer to the problem, he can communicate with mentors and mentoring experts across the world via the Internet and e-mail. He can use this technology to find several people who have ideas and resources to support him and who can offer advice to guide him.

Example 8: If it is 1:00 A.M. and Mr. Daniels is having trouble sleeping, he can address mentoring needs and any other related issues, get them taken care of and sent, and check them off his to-do list for the following day. With today's technology, mentoring does not have to be limited to certain times of the day.

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As these examples demonstrate, telementoring is terrific because mentors can do it whenever they have a few minutes of time, regardless of place, availability of other people, or other resources or information. With telementoring, mentors are not alone because they are connected to a world of educators, research, lesson plans, support groups, and even other mentors with whom they can build a relationship and find assistance. At the least, they can access exactly what it is they are looking for. At the best, they can participate in a virtual community whose staff development needs match their own and whose support provides them with the most targeted, timely, and effective staff development available, because it is exactly what they choose to learn.

With telementoring, mentors are not alone because they are connected to a world of educators, research, lesson plans, support groups, and even other mentors with whom they can build a relationship and find assistance.

TAKING THE LEAD IN YOUR OWN STAFF DEVELOPMENT

As exciting as telementoring and other forms of technology-based professional development are, there are a few challenges as well. The good thing about these challenges is that the solutions rest within an individual's control. Nevertheless, for program leaders and the people in their induction and mentoring programs to benefit from the amazing learning opportunities available, program leaders and program participants must become more proactive and discriminating in selecting and using the newer professional development options. Following are some suggestions about how you can prepare yourself to take full advantage of these opportunities. The teachers and administrators in an induction and mentoring program also need to consider these suggestions if they are to capture the potential benefits of telementoring.

You, as the program leader (and others involved in a mentoring program), should do the following to best take advantage of new technology. You should also take steps to ensure that participants in your program do these things also.

1. Adjust your attitude from that of a consumer of professional development someone else has planned for you to that of a leader of professional development you design for your own needs.

2. Work carefully to become very clear about what your needs for learning really are. Set some goals in terms of your desired professional growth. What do you want to accomplish or produce? This focus will help you be more efficient in your learning. Even though the Internet allows for more flexible use of your time, time is still a limited commodity. Be focused in your search. Learn how to use the keywords and symbols search engines understand to narrow your inquiry to just the Web sites that meet your needs.

For example, as of April 2000, a search of www.yahoo.com for *mentor* turned up almost 500 hits. That number includes mentoring of beginning and new teachers, but also mentoring of students and mentoring in busi-

ness, nonprofits, government, the military, and many other areas that may not be of interest to program participants. On the other hand a search for *mentor, new teacher* provides only two hits. A search for "induction" delivered 127 hits, all of which were about electricity and thinking, none of which were about induction of teachers. Conducting such searches takes some practice and insight into how to use a search engine. Use the help provided at most search engine Web sites to learn how to do effective searches; each one is a bit different.

3. Become an adept evaluator of information. With Internet search engines and other research tools on the Web, it is very easy just to surf and surf, chasing every new innovation that comes along in your field. For example, do not bookmark a Web site unless there is a reason to go back to it in the future. Just as in curriculum, everything is not of equal value and importance. Do not just read what you find and use it. It is far better to do some research into the information by asking others what they are doing with it, why they are doing it that way, and how well it is working. Consider yours a best practices search. That means you do not just want to know peoples' ideas. Do not just build a brainstormed list of things related to mentoring. Look for e-mail and phone contacts along with information. If you cannot find these contacts, remove the part of the Web address that follows the forward slash (/) and try it again or go to the homepage. Your goal is to explore the lessons others have learned, not only the information they have shared. Create a collection of the most powerful and proven strategies known in your area of interest.

4. Resolve to only look for anything on the Web *once* or to write anything only once. When you find something of value, bookmark it and then put the bookmark in a folder system by topic to make it easier to find the next time. When you write someone to give them advice, tell them about resources, or describe a process, save that message with a descriptive title before you send it. Then, if you need information on the subject again, you will have it readily available. The strategy is to use technology to limit the repetitive tasks you have to do, so you do each thing only once.

WHAT IS TELEMENTORING?

An earlier chapter advised readers to be careful not to allow their thinking about mentoring to be limited to the classic one-to-one relationship. Certainly, one-to-one mentoring is still very necessary, and it is the central feature of any effective teacher induction and mentoring program. However, mentoring should be adapted to take advantage of teaming situations, team teaching, and the other efforts underway in schools to increase professional collaboration. In a similar way, program leaders and participants should not allow their thinking to be limited regarding telementoring. For example, those who consider face-to-face mentoring as just a one-to-one relationship will only think of telementoring in the same

context. Telementoring can surely be a one-to-one dialogue, such as through e-mail, but it must be thought of as much more than that (Owston 1998), or program leaders will miss a great opportunity to provide an enhanced level of support to their program participants. Some of the other ways telementoring can be used to provide an advanced level of support are discussed in chapter 4.

In Figure Intro.1 in the Introduction, *mentoring* is described as the complex developmental process mentors use to support and guide their protégé through the necessary transitions that are a part of learning how to be effective educators and career-long learners. Building on that understanding, the use of the new term *telementoring* in this book includes anything that provides support, assistance, and guidance to someone who is learning.

The most typical example of telementoring is e-mail mentoring . . .

First of all, this definition of telementoring suggests that the same assistance is provided all at the same time for mentors, administrators, students, and many others besides the beginning teacher, which can be true. However, this definition may also suggest that telementoring could be provided even by something other than a person, and that also is true, in a sense. Although relationships are critical to successful mentoring, some functions of mentoring include information giving, and that can happen with a Web site just as well as it can with a personal mentor.

Thus, telementoring is something that can happen in a context that has fewer limitations than does personal, one-to-one, face-to-face mentoring. As critical and fundamental as the classic understanding of personal mentoring is, a mix of different kinds of support can now be provided that together exceed the capabilities of the original, and still highly valued, personal mentoring method. Therefore, the possibilities for prompting beginning teacher success are greatly increased.

The most typical example of telementoring is e-mail mentoring, which is a great place to start exploring the concept. Specifically, I advocate that mentor programs ensure all mentors and new teachers be provided e-mail accounts and training, and that mentor training include training in telementoring strategies. This section offers some of my ideas regarding this mentoring phenomenon. To get a clearer sense of what is involved in telementoring, let us look at a telementoring exchange (see Figures 3.1–3.3) to see some of the ways this strategy can work.

From the protégé: 6:32 P.M.

Hi Sarah,

I'm sorry I missed speaking with you today after school. The new teacher seminar started at 4 P.M. and I was late getting out of the building in time to get out to Bender School where it was held.

I did get your e-mail message, though. You know me too well! Thanks for the idea. You're right—I think I would feel a lot more comfortable about the principal's evaluation observation of me if you could visit my class, observe me, and then we could discuss it beforehand. I have a question though. Is what a mentor does in observation any different from teacher evaluation?

Even though it's only you and I know you won't criticize me, still, it IS my first time being observed by anyone! I know I shouldn't be nervous. I hope you understand that I just am because I have never done it before except in student teaching, and that doesn't count. It wasn't really MY class then, but it is now!

Sorry for unloading on you, but I'm glad I can be completely honest with you. I will be at school by 7:30 tomorrow morning so we can meet and finalize how and when we should do the observation.

See ya later,

Jenny

Figure 3.1

From the mentor: 8:07 P.M.

Hi Jenny,

Don't even apologize for sharing your concerns with me about being observed. I can't tell you how honored I feel that you share so honestly with me! As I have said before, I promise to keep everything we ever discuss confidential. You will always be able to trust me on that count and to share openly. I know from what we have discussed previously that I can count on you to do the same for me, as well.

I am glad you want me to observe you before Dr. Brownlee comes in. Think about this first:

Teaching is very complex. There are lots of things going on and all of them go on at the same time. That's why it is hard to be everywhere and see everything in the classroom all at once. When it comes to improving our teaching, it's pretty hard to think about what should be done while we are in the midst of doing it!

continued on next page

Figure 3.2

That's why teachers work to develop the skill of reflecting. We have to be able to process and analyze what has happened so we can plan for something even better the next time we do that same lesson.

One of the best tools we have to help us reflect on our work is the eyes of a trusted colleague. That is what my role is as a mentor, and it is very different from the role played by a supervisor who evaluates you. I will be a second set of eyes for you when I am in your class observing. I will watch for just the things you tell me to observe.

To organize and plan the observation, you need to decide a few things before we meet in the morning. Think about:

1. What is happening in your teaching that you are wondering about?

2. Are there some things about teaching you want to learn?

3. What happens in the classroom that you can inquire into, but you haven't yet done so because you are so busy doing it?

These are the things for which I should observe. Try to figure them out and then let me know your answers to these questions when we meet in the morning. I'll see you at 7:30. Let's meet in your room, OK? I'll bring the espresso.

Best regards,

Sarah

Figure 3.2, continued

From the protégé: 8:45 P.M.

Hi again. Sorry to bug you, but as I was grading papers tonight, I was thinking about tomorrow (reflecting! Ha!). I realized what I want you to observe.

I think the hardest part of teaching (for me at least) is working with an individual student while having to keep my eyes and at least half my brain on the whole class at the same time. It seems so difficult to do, but it seems so important to be able to do it well so everyone stays at work for the whole class period.

I am not sure how well I do that. I wonder if I'm really that aware of all of the students who are off task when I'm going around and checking student work, or when I am answering individual student questions. Anyway, that's what I'd like you to observe. Let's talk about how this will work tomorrow morning when we meet in my room.

Oh, also, make mine mocha, please.

See ya soon,

Jenny

Figure 3.3

These exchanges demonstrate how e-mail allows mentors and protégés to communicate easily and quickly, even when time is limited. They also show how e-mail also allows mentors and protégés to catch an idea as they think of it and send it off right away—they do not have to wait until they see their mentoring partner the next day to relay the information. E-mail also allows more time for beginning teacher reflection and allows mentors time to think ahead about what observational and data collecting tools they need to collect data that will prompt their protégés to reflect on teaching and learning.

THE ADVANTAGES AND CHALLENGES OF TELEMENTORING

While telementoring provides many benefits to a mentoring partnership, mentoring pairs may encounter some challenges in using this technology. The sections below discuss the advantages and challenges, and how program leaders can best help participants overcome some of the challenges that occur in telementoring.

Advantages

As mentioned earlier, telementoring can be conducted across vast distances and is not limited to people whose classrooms are across the hall from each other. In fact, telementoring helps induction and mentoring program leaders resolve many problems that occur because less than ideal mentoring matches are sometimes the best that can be arranged. Consider the benefits of telementoring for a person who is the only music teacher in a school, or whose school is quite remote from the university and professors who could support him or her, or who is not near a professional development center, other schools, or the district office. A person who works in a more rural part of the United States, Alaska, on an island such as Puerto Rico, or any other such place may find their telementor to be a lifesaver because he is the closest thing possible to an experienced teacher who does what he does, knows what he needs to know, and can help him learn how to do it better.

Telementoring helps induction and mentoring program leaders resolve many problems that occur because less than ideal mentoring matches are sometimes the best that can be arranged.

Fundamentally, telementoring is less than perfect, but then so is face-to-face mentoring at times. In the end, that is okay because mentoring and teaching are not about being perfect. Teaching is never perfect, nor should we expect that learning to teach should be a perfect process. What a mentor should model is not having arrived at perfection, but rather the effort of making the journey, the discipline of a search for perfection, a willingness to be open to learning from others, and an acceptance of the need for a safe, supportive community in which to do that learning and growing (Kahn 1999). Thankfully, that shared experience and growth can happen

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in an actual and a virtual community, because the issue is not the tools for communication but the process of becoming a learning community.

Challenges

There are two ways to view the challenges of some forms of telementoring: from the perspective of a user and from that of a leader. Let us examine the limitations from the user's perspective first.

As in any use of technology, one of the limitations is the access to software and equipment needed for the process to occur. One must have an e-mail account, e-mail and browser software, and a computer with a modem or direct Web access to make telementoring a reality. In addition, one must have some basic skills in using the software and equipment and in accessing the Internet. In some cases the Web browser may allow access to the Internet and e-mail, but not to newsgroups or discussion groups. This can be a problem because users may not be able to take advantage of all the resources available.

Once users have the software and equipment needed and the skills to use them and to access the Internet, they often quickly learn that too much information can be a problem. Any use of e-mail, for example, eventually leads to messages that show up in a mailbox from unsolicited advertisers and services.

Seeking participation in worthwhile discussion lists, mailing lists, newsgroups, and chat rooms can be a bit overwhelming as well. There are thousands of these interactive opportunities, some of which are surely going to seem a waste of time to users, while others will suit them well. Users only need a few sites to meet their needs, but it may take them some time to search through the quantity to eventually find the interaction and ideas desired. However, it can and should be done. Ezines and e-mail discussion lists are two examples of sources for this kind of assistance. These and several other options, as well as advice about how to access them, are provided in chapter 4. If users can be clear and specific in their own minds about the kind of help or resources they need, they will find plenty of assistance to fit those needs. Users can pick a group or two that focuses on their topic of interest and ask for help.

Once users join a group or two and get into the dialogue, they may find they are spending more time than they wish simply reading and interacting, even if they just choose the best quality newsgroups or mailing lists. Getting access to interesting and relevant ideas and advice is wonderful, but users may need to narrow their involvement even further. Users should keep track of how to unsubscribe to each group they join, and as they come to know each resource better they can drop all but the very best services for their interests and needs.

Formal telementoring can have its disadvantages for program leaders as well. All formal mentoring programs require coordination and manage-

ment, facilitation and planning, and implementation and evaluation. Formal electronic mentoring is no different from face-to-face mentoring in that it requires the same level of management and leadership to make it work effectively and efficiently. For example, matching a mentor and a protégé for long-term electronic mentoring is as critical for the success of the mentoring process and as challenging as it is with face-to-face mentoring. Most mentoring programs that use a telementoring approach combine it with face-to-face mentoring with the same partners so that each strategy compliments the other. In these cases, I recommend that the face-to-face mentoring be a formal, facilitated process and that the telementoring process be structured to include continuing the formal face-to-face mentoring process as well as allowing an informal, protégé-initiated process. Since informal telementoring can be brief and done with multiple mentors, I feel that matching a mentor and a protégé for informal telementoring is not as important as for the face-to-face formal mentoring or formal telementoring.

Formal electronic mentoring is no different from face-to-face mentoring in that it requires the same level of management and leadership to make it work effectively and efficiently.

Another concern for a program leader is the issue of building a community culture of mentoring (Owston 1998). In both the cases of telementoring and face-to-face mentoring, time must be dedicated to building community through peer support groups and training for all the mentors and all the protégés. Time for relationship building must be found for each mentoring pair as well. These relationships build trust, and trust is the glue that builds fine mentoring experiences. Without the trust that comes from collaboration over time and from relationship and community building, very little risk-taking and learning are likely to occur.

Numerous written testimonies (Rheingold 1993) describe the ability of a virtual community to provide most of the same social and emotional satisfactions and relationship-building opportunities as a real community. However, I personally find these qualities less likely to occur in cyberspace than in face-to-face mentoring situations. Nevertheless, I too advocate for use of telementoring, but used in combination with face-to-face mentoring whenever possible. Telementoring is easiest when it is the exchange of questions and answers or when information is flowing both ways in an electronic conversation. However, telementoring may not be as effective when it is the only form of trust building. If that is the case, it may take longer for mentoring pairs to attain a deeper level of sharing, a willingness to be vulnerable with someone else, and the kind of professional growth desired from a mentoring experience.

For this reason, mentors working in programs based only on telementoring need to be prepared to work as telementors. E-mail does not transmit body language, expressions, inflections in the voice, or tears. Despite the use of symbols to try to transmit feeling of happiness :-) or of sadness :-(mentors need to know how to interpret what an electronic protégé says and how to diagnose what their protégé needs. Both telementors and face-to-face mentors must explicitly commit to keeping

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the mentoring conversation confidential. They must be willing to become risk-takers for the sake of learning by letting their protégés teach them and give them feedback. When learning is mutual, low-risk, and confidential, trust is established. Telementors also need practice asking open-ended questions that prompt reflection and self-assessment. They need training and experience in communicating, paraphrasing, and active listening, even when there is only a written voice to hear. These are all skills that build solid relationships and that should be taught to mentors in any kind of mentoring program, but particularly in telementoring programs. The typical training for face-to-face mentoring provides some skills for telementoring too, but it is not completely adequate for telementoring, which has its own unique set of skills and strategies.

Since telementoring is an emerging form of mentoring, the best way I know to train mentors to be telementors is to have them become teleprotégés . . .

Since telementoring is an emerging form of mentoring, the best way I know to train mentors to be telementors is to have them become teleprotégés and for program leaders to become their telementors. This creates a real dialogue that *is* mentoring, as well as it is *about* mentoring. In other words, you, as the program leader, will have to become the mentor of mentors. It is through your example that your mentors will experience what good telementoring is like. Through the use of reflective questions, you can prompt mentors to articulate what you have done to support their learning and how you did it. Throughout the process you should also continually ask the mentors to think about and describe how they can use the things you have done in their own mentoring to help their protégés learn better.

Facing these challenges and developing your own mentoring skills as a learner in order to mentor others requires a considerable commitment. Rest assured that your investment is worth it, for it is the only way to ensure the quality of mentoring and telementoring your program needs to accomplish its goals.

EXAMPLES OF TELEMENTORING PROGRAMS

The information that follows offers a sampling of the many telementoring programs available on the Internet. Some sites provide just assistance from experts, just a discussion group, or just resource pages, and others offer all of these and more. I have divided the lists into two categories to illustrate the diversity of approaches and resources. I recommend program leaders visit, carefully review, and learn from these many programs. Ignore whether the specific telementoring program is for students, teachers, or any other audience. The important features and strategies used work across many kinds of situations. Look for the various ways each program answers some basic questions, and then decide how your program should be organized to answer those same questions. Use your own program goals to guide your decisions. The basic questions you should consider are the following:

- What are the telementoring program's goals?
- How do those goals determine how mentors are selected and matched with novices?
- What training or experience do mentors need?
- What are the expectations for frequency of interactions?
- How long is the telementor relationship expected to last?
- Are there specific mentoring tasks to accomplish?
- How is it determined when telementoring is concluded?

General Purpose Telementoring Programs

Following are ten of the better-known telementoring programs currently available on the Internet, each of which addresses a wide range of educational topics. In the next section is another list of telementoring sites that are geared toward a more specific target audience or a narrower topic of interest. I urge you to visit many of these and to see the variety of ways in which they are organized as well as the somewhat different needs they are designed to address. As you will notice, the needs and the mission of the sponsoring organization are just as important in framing what the program does as are the needs of those the program is designed to serve.

- *Ask a Mentor* (www. inspiringteachers.com/mentoring/mentor.html) is a program for gaining advice from an expert. It can be found in the Beginning Teacher's Tool Box section.
- *Central Illinois Teachers' Exchange Mentoring Page* (www.uis.edu/%7Ecook/cite/page4.htm) helps teachers connect with professors at the University of Illinois through e-mail to answer questions about a number of subject areas and professional development. The site also offers a number of articles and resource pages.
- *Electronic Emissary* (www.tapr.org/emissary/) is a Web-based program that matches both new and experienced teachers and their students with subject area experts for a long-term mentoring relationship. The program's goal is to reinforce the curriculum and students' learning as well as support the teacher. The program requires contact a minimum of two times each week and has grown to be one of the biggest telementoring projects available. It is sponsored by the College of Education at the University of Texas at Austin.
- *Hewlett-Packard Telementor Program* (www.telementor.org/hp/) uses e-mail to link Hewlett Packard professional staff anywhere in the world to US students. The students must be working on projects that are under a teacher's supervision and that focus on math, science, communication skills, or career planning. This is one of the best known telementoring projects in the world. It has served thousands of learners since it started in 1995 and has been used as model for many other similar efforts.

- *LearnWell eMentors* (www.learnwell.org) is a program for matching mentors and students through e-mail.
- *The Mentor Center* (www.mentorcenter.bbn.com) matches online mentors with protégés who seek guidance and support for projects.
- *Mighty Mentors* (www.mightymedia.com/mentors/home.asp) has a free database of mentors who are seeking protégés and protégés who are seeking mentors. The program was founded in 1991 and asks several questions of applicants. The program automatically creates a profile of the mentor and of the protégé to facilitate appropriate matching using grade level, subjects taught, location, and so forth. One interesting twist of this program is that the mentor is required to fax a copy of a teaching certificate, pay stub, union card, or retirement pension card as proof that he or she is really qualified to serve in the role.
- *The National Teacher Enhancement Network* (www.btc.montana.edu/nten/) supports professional growth for teachers through its Web site and its online discussion groups and courses, and through other resources such as lesson plans and classroom activities.
- *Teachers Net* (www.teachers.net) is another resource for advice and provides a diverse range of teaching resources, lesson plans, and ideas.
- *The Virtual Mentor Program* (www.cel.bemidji.msus.edu/virtual/vmentor.html) is sponsored by Bemidji State University in Minnesota. The program provides bulletin boards, chat rooms, and individual mentoring by veteran teachers to help first-year teachers with the transition to their new job.

Specific Purpose Telementoring Programs

The "Ask a _____" type of Web sites that follow are generally for short-term mentoring, such as in a single session, although it is possible for users to revisit a site and submit questions any number of times. The remaining telementoring sites are for longer-term mentoring relationships.

- *AskLN Mentors* (www.att.com/learningnetwork/askln.html) is a group of teachers with expertise in integrating technology into the classroom who are willing to be mentors for other educators. They answer technology questions and suggest ways of working with limited resources, gaining grant awards, and planning for technology acquisition and technology training.
- *Ask Dr. Math* (http://forum.swarthmore.edu/dr.math) is a resource that provides answers to questions from both teachers and students. There is also an archive of many past questions and answers.
- *Ask ERIC* (http://www.askeric.org) is the entry point to the vast resources of the ERIC system. ERIC is the Educational Resources

Information Center, which is supported by the U.S. Department of Education. Users can ask questions about any educational topic. It is basically a reference library on the Web.

- *Ask a Geologist* (http://walrus.wr.usgs.gov/docs/ask-a-ge.html) provides answers to all kinds of science-related questions about earth science, water science, and gives some assistance with maps as well. The answers are provided by a rotating team of geologists.
- *Ask a Mad Scientist* (http://www.madsci.org/) is a source for scientific wisdom and answers to questions about all areas of science.
- *Best Practice Resources* (www.teachermentors.com) provides telementoring specifically for mentors and mentor program coordinators or leaders. This is my personal Web site. You can click on the e-mail address for the Mentor of Mentors and send me an e-mail with your request. The Web site also contains links to Web pages, most of which are focused on mentoring of beginning teachers and peer coaching, as well as staff development, school improvement, and assessment, to a lesser degree. Most of the information on the Web site is free. Also offered is a free monthly staff development electronic newsletter that is delivered by e-mail. This newsletter includes announcements of mentoring events and other staff development topics and a monthly Tips for Staff Developers Web page.
- *The California Telemation Project* (www.etc.sccoe.k12.ca.us/telemat/telemat.htm). This statewide project is one of the better-known telementoring programs because it started in 1993 and lasted for three years. Its focus was supporting professional development for implementing technology as a learning tool. The Milken Family Foundation coordinated the project and did research into the effects of telementoring that helped spur wider use of the strategy. Even though the project is no longer active, the curriculum projects and activities are still available at www.etc.sccoe.k12.ca.us/telemat/telemat.htm.
- *The Distinguished Educator Telementoring Support System* (DETSS) offers an opportunity to access experienced assistance for technology funding, proposal development, and design and implementation of programs to make more effective use of technology in the classroom. DETSS is sponsored by the Milken Family Foundation and is designed specifically to support the implementation of the US Government's Technology Literacy Challenge (TLC). The DETSS is funding this initiative through the state education agencies in the participating states. Those who would like to access this assistance will need to contact the person at their state Board of Education who is responsible for the US Department of Education Technology Literacy Challenge Fund. People who do not know how to contact that person can start looking on the Web site,

www.ccsso.org, which is the Council of Chief State School Officers Web page. The page has a map and links to every state education agency. Users can just point to their state and click on it.

- *Four Directions: Electronic Mentoring Project* (www.tapr.org/4d/info.html) targets Native American teachers, students, and schools. Participants are involved in weekly curriculum-related e-mail dialogue with a mentor who is a subject matter expert.
- *The Mathematics Learning Forum* (www.edc.org/CCT/mlf/MLF.html) is an open Internet discussion opportunity for Pre-K to 8th grade teachers to share and interact about their mathematics curriculum and teaching strategies. While this can lead to a telementoring relationship, it can also function as more of a peer coaching experience. As in all good Web-based learning, the user's needs and interests dictate what should happen.
- *The Mentoring Leadership and Resource Network* (MLRN) (www.mentors.net) is an affiliate of the Association for Supervision and Curriculum Development, and has been actively supporting mentors and mentoring programs internationally since it was founded in 1991. Since 1998, however, the MLRN initiative has been entirely based on its Web site. All the network's previous award-winning publications are available to members who join for an annual service fee of $15. Members receive a secret password and can access all the resources posted. Nonmembers can access a few free resources as well. Everyone interested in mentoring can seek assistance from the network through its membership directory or by contacting the members of the network's executive board.
- *The MISE Telementor Program* (www.telementor.org/mise/) provides telementors for students from the professional staff at the Merck Institute for Science Education. Students are eligible for this support system if they are in New Jersey or Pennsylvania and are working on teacher-supervised projects in math, science, communication skills, and career planning. This is a variation of the Hewlett-Packard program.
- *National Council of Teachers of English* (www.ncte.org/teach2000) offers a free membership to first-year teachers and provides cyber mentors, e-mail notices of articles and resources for beginning teachers, an online teachers' lounge, and an online discussion group on teaching English.
- *Project Athena* (www.athena.ivv.nasa.gov/) is focused on the professional development and teaching of space, weather, earth, and ocean sciences. This project provides instructional materials and guidance.
- *Stress Management Website: Professional Support Strategies for First Year Teachers and Their Mentors* (www.coe.winona.msus.edu/stress/stress.html) is an online program concerning the stresses of first-year

teaching and how that stress can be managed in order to increase new teacher retention. Readings, activities, and discussions are used in this effort.

BROADER IMPLICATIONS FOR TELEMENTORING

While school staff members will clearly benefit from involvement with a mentor in a telementoring project, do not stop with just that. Other possibilities for even greater benefits exist as well.

Reviewing and even using some of these Web sites may help you learn how to better help the staff in your own induction and mentoring program. The techniques used in these programs have been refined over several years of practice. The learning that is possible from interacting with others who are both subject matter experts and experienced mentors is a terrific opportunity for you as a leader and for the mentors and new teachers in the program you lead. Nothing can teach one how to mentor other teachers or students better than the experience of being mentored oneself.

Using an existing telementoring project will also help you as a program leader by demonstrating how you might establish such a support project within your own program. If your staff can benefit from mentoring through people who are external to your district and program, how much more might they benefit from additional mentoring by people who are within your school district? In addition to connecting mentors and beginning teachers to an existing telementoring project, you should also develop a telementoring strategy for your own induction and mentoring program.

In addition to connecting mentors and beginning teachers to an existing telementoring project, you should also develop a telementoring strategy for your own induction and mentoring program.

Telementoring does not have to be done instead of face-to-face mentoring, but rather it should be an additional way in which the induction and mentoring program assures that everyone's needs are met. This means telementoring could be provided for mentors, building principals, central administrators, new P.T.A. presidents, new curriculum committee chairs, even new Board of Education members—not just teachers. In addition, telementoring should not be thought of as only taking place within a long-term relationship. It can be a very helpful short-term, just in time strategy. Leaders can help people connect to multiple forms of the mentoring they need, and that effort is no longer limited by finding the time, being in the right place, or other factors.

CHAPTER 4

Using Technology to Support Novice Teachers and Mentoring

The variety of what technology has made possible in recent years is quite unbelievable. A person's creativity, need for a specific kind of information, and the resources he or she already has will shape what information that individual finds and how he or she uses those findings. The diversity of technological tools, resources, and processes available is so vast it is safe to assume what one needs is surely already there, awaiting discovery. Therefore, it is important that individuals focus on learning and using these new ways to communicate and learn in order to best meet their needs as teachers, protégés, mentors, and program leaders.

The multitude of possibilities and resources available through technology can sometimes be overwhelming. These opportunities are filtered in this chapter to include only those that are relevant to induction and mentoring. The possibilities take several forms, such as one-to-one dialogue, one-to-group messages, one-to-group dialogue, two-way group dialogue, one-to-test learning, and an induction program Web site.

Your new teacher orientation and induction process and the professional growth of teachers will be richly enhanced if you can incorporate just a few of these many technology-based ideas and processes into your program. Pick just one or two to start with, and begin providing beginning teachers with some form of telementoring support. Providing the best support you can means you have increased their opportunities to succeed.

ONE-TO-ONE DIALOGUE

Despite the use of team mentoring and other collaborative situations, the typical mentoring conversation is still between a mentor and a protégé—a one-to-one exchange. This is where we will begin exploring forms of telementoring beyond the techniques discussed in chapter 3.

E-mail Journal

This is a form of one-to-one dialogue for which there are two possible purposes. The first is an e-mail journal used as a journal for the program. This is the more traditional conception of a journal as a one-way flow of ideas and information that functions as a structure for individual accountability, reflection, and program monitoring. An example of this approach is an induction and mentoring program in which protégés are asked to submit a journal entry at every one of their monthly new teacher staff development sessions. The entries might contain their analysis and reflection of the content of the previous session and a description of how they used the content in their teaching. The program coordinator reads these entries as one way of monitoring protégé growth and reflection and the protégés' feelings about their work with their mentors, and to gain insights into possible applications of the staff development content. In this approach, protégés rarely receive a written response to their entries.

If individual success is desired, then individualized learning must be supported.

An e-mail journal may also be used to promote increased professional development. This method of journaling is a purposeful interaction between a protégé and a mentor. In this situation, the e-mail journal is written by both the protégé, who initiates the reflective writing, and the mentor, who responds to the protégé's writing. The mentor's response is an effort to prompt the protégé to further reflect on experiences and to promote greater application in the protégé's teaching of any lessons he or she has learned.

This approach is typically used less often because it requires a major investment of someone's time to individually mentor each protégé in each conversation. However, just as in educating students, whole group instruction is an insufficient method to ensure the success of all learners. If individual success is desired, then individualized learning must be supported.

I call this form of a journal a *dialogue journal*, and it is the minimal approach to journaling that I recommend be used in telementoring. In other words, I place the need for program monitoring (program journal) after the need to promote professional growth (dialogue journal). I make this strong recommendation, because I know that when professional growth occurs, it happens one step at a time for an individual, and not so often in a group workshop or presentation. As stated earlier in this book, an increased commitment of resources and time is necessary to achieve greater growth. It makes no sense to look for success in a program until after one has done what is

necessary to facilitate that success. In other words, why would one look for a harvest when one has not yet planted the seeds?

A third possible variation for a using an e-mail journal is to combine the two purposes of interaction and monitoring. This derives the greatest value from the process for both the protégé and the program.

To examine the potential of a journal as a form of telementoring, you must consider what makes a journal a journal. Three main factors relate to using journals. They are the following:

1. *Purpose.* A statement I often hear in staff development is that people do not learn from their experiences unless they reflect on and "process" those experiences. A journal is one structure that can prompt such a learning opportunity. However, not all writing about experience is necessarily done to cause learning. A diary may be used to capture events as they occur and may be done for a historical purpose rather than to facilitate learning. The purpose of writing to reflect and learn makes a journal a rather specific kind of writing.

2. *Personal preference.* Some people really enjoy writing in a journal on a regular basis. They find it helpful to write about their feelings each day or week. They like to analyze and to reflect on their ideas and experiences so they can consider how to learn from those experiences. Others, it seems, are not interested in keeping a journal. This would suggest that an induction and mentoring program should not require everyone to keep a journal. However, journals are very important to the learning process, and thus are very helpful in promoting growth. There are ways journals can be adapted to suit different preferences; they are described below.

3. *Two different ways of reflecting.* Almost everyone seems to understand the need to reflect on and learn from life. Some people choose to write in a journal whether anyone else ever reads it or not. They do it primarily for themselves because they find it beneficial. For these people an induction and mentoring program requirement to keep a journal seems logical and is readily acceptable.

Other people prefer more interactive ways to accomplish the same reflective functions. They may not like to write just for themselves, because they meet their needs for reflection through face-to-face interactions and normal daily conversations. For these people, reflection is more of an embedded activity that is indistinguishable from talking with colleagues. These people may not want to keep a journal, and may find doing so to be less than satisfying.

To illustrate the various uses of journals, let us take a look at some types of e-mail journals that have been done as telementoring.

Mentor E-mail Journal

In a mentor e-mail journal, mentors write journal entries on a regular basis, such as each day, each week, or whenever they choose, and keep

copies of their own journals as word processing files and/or by printing their journal entries and saving them in a folder or binder. They also e-mail their journal entries to the induction and mentoring program coordinator who serves as the mentor of mentors.

The mentor coordinator writes back to the mentor asking questions that prompt reflection on the mentoring and offering suggestions to improve the effectiveness of the mentoring. This exchange can continue back and forth as many times and as frequently as needed.

Beginning Teacher E-mail Journal

In a beginning teacher e-mail journal, teachers write about the experience of being a new teacher and a protégé, and could send a copy to *both* the mentor and the induction and mentoring program coordinator. The mentor responds to the protégé, fulfilling the telementoring role. The telementoring conversation is focused on addressing the protégé's perceived needs and concerns and prompting the protégé's growth in reflection and analytical skills. This role makes the journal a process that benefits the protégé.

The induction and mentoring program leader also reads the protégé's entry, but does so to monitor protégé development and to evaluate the effectiveness of program strategies for novice teacher support. In this way the journal also serves a program purpose. The mentor sends a copy of his or her response to the protégé's journal entry to the program coordinator too. Then, the program leader reads the mentor's responses, initially to monitor the mentor's mentoring (program benefit), but also to act as a mentor to the mentor by writing observations, suggestions and reflective questions back to the mentor (a professional development benefit).

The Dialogue Journal

For those who find journal writing to not be helpful or exciting, a dialogue journal may be just the ticket. A paper-based dialogue journal is an interactive journal in which the protégé writes on all the left- or right-hand pages, and the mentor writes observations and suggestions and asks reflective questions on the facing pages. Usually the mentor's writing is directly adjacent to the text that prompted the reaction so that the relationship is clear. Often the mentor leaves spaces in his or her writing so that the protégé can answer the questions or make additional notes pertaining to the mentor's response.

I used dialogue journals in my previous work as an induction and mentoring program coordinator, specifically in my role as the mentor of mentors. The dialogue journal was one of five methods from which mentors could select for keeping in contact with me. The mentors who chose that form of interaction did not discuss their confidential mentoring relationships with their protégés with me. Rather, they reflected on their own work and learning as mentors.

This experience occurred in the days before e-mail, so the dialogue required an actual exchange of a physical journal, which created some limiting factors. First, it meant the mentor could not write while I had the journal. Second, it also meant I had to immediately find the time to respond to the journal once I received it so I could quickly return it to the mentor.

I continue to play the role of mentor of mentors through my Web site at www.teachermentors.com with any mentor or program leader who feels the need for mentoring. Through this experience I have discovered the following added benefits of an e-mail dialogue journal:

- The interaction is electronic, not within a physical journal book, so the sender can keep writing later messages while someone else is reading their earlier writing, and can even keep copies of the writing for himself or herself.
- Response time to entries is much faster. When working with paper journals, I received the journals once a quarter or so. Because the journal included weeks of writing, the response writing took considerable time too. However, with e-mail journals, each entry can be received individually, and the responses take just a few minutes each.

Following are a few tips you can use to facilitate responding to your mentors' journals:

1. First, copy the e-mail message and paste it into your reply e-mail message.
2. Next, "unpack" the writing to emphasize the segments and main ideas to which you want to respond. You can do this by inserting a return (or pressing the enter key) to separate out the different ideas the writer has discussed into chunks. It helps to number these chunks to allow you to make reference to other sections.
3. Explain the conventions you will use in your response, such as abbreviations. This keeps your task simpler and more efficient. You can save and reuse the same explanatory sentences every time you send a mentor a first-time response.
4. Put your response in the middle of the chunks of the mentor's writing, setting your words apart from the mentor's by doing something such as putting their words in quotes and yours in parentheses. That way recipients can easily tell which comments and yours and which are theirs. Do not use bold, italics, or other such style changes, as some e-mail software cannot display those styles, and your text will not stand out.
5. Finally, ask for a response to your statements to prompt further reflection and more dialogue. Figure 4.1 offers an example of what such a response actually looks like.

A Telementoring Response

Hi Barry,

I am a middle school teacher. I was searching the Web for mentoring sites and came across yours. Wow! Thanks for the great resource you have created there.

Could you suggest some books or other publications for me? I am writing a grad. school paper on the benefits of mentoring to the overall organization's performance. My area is human resource development, so I'd like to work around organizational development. I'd appreciate any help you could give me.

Thanks,

Bonnie

Hi Bonnie,

Thanks for your feedback about my Web site.

This is how I respond to inquiries like yours. I repeat your message in "quotes" and add my responses in (parentheses). That way you'll know which ideas are mine. I also abbreviate a lot, such as BT = beginning teacher, and org = organization. Ready?

---

1. "Books on benefits of mentoring:"

(Yes, I have a lot of information about "benefits." There are at least 6 Web sites on this topic for which I have links on my Web site. Go to <http://www.teachermentors.com/MCenter%20Site/Benefits.html>. However, I am positive these will all be about benefits to the BT, and NOT to the org. I think this illustrates how little we apply what we know about effective educational change. :-(. Sad.)

2. "Benefits of mentoring TO AN ORG":

(Regarding your interest in HRD and OD, I have a few ideas:

- Mentoring programs are always designed to address the needs of BTs.
- Rarely are mentoring programs designed to also address the needs of the organization. These needs at least include:
  - BT recruitment (better numbers and diversity)
  - Retention of BTs, to preserve the organization's investment in recruiting, hiring, orientating, and training BTs

Figure 4.1

continued on next page

  - Retention of experienced teachers who may leave the job or at least the organization because they feel undervalued, etc.
  - Recognition of senior, exemplary teachers by assignment and status as mentors
  - Rejuvenation of senior employees through service as mentors, which prompts reflection on and analysis of their own practice, interaction with new ideas, and so forth
  - Support for other organizational improvement initiatives by making induction the first step in each of those other programs
  - Improved teacher performance and productivity
  - Improved student achievement
- Organizational performance is the sum of employee performance. We try to create a synergy in which the result is more than the sum of the parts. Quality mentoring that promotes what I call a culture of mentoring, creates that synergy. If you want to know more about that, just let me know.

Again, the price of these ideas is a few minutes from you to send me your reactions. Did my ideas lead you to any more questions? I will need those if I am to help you further. This is because I don't yet know you and what you already know or do not know.

I hope this has helped. Let me know how I can help further.

—

Best Regards,

Barry Sweeny

Figure 4.1, continued

All that is necessary for this form of telementoring to be a useful learning opportunity is for one person to serve as a mentor and the other to assume the role of a protégé.

Telementoring through a journal format can begin in one of several ways. Some beginning teachers may ask for assistance in improving their work as teachers, and their mentors might respond with a suggestion that the new teacher write a daily or weekly journal to be e-mailed to the mentor. In other cases, the mentor may provide a beginning teacher with assistance for a specific problem through e-mail. Or perhaps a mentor feels it

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would be helpful for the teacher to become more intentional about collecting information about the planning, teaching, and reflecting cycle so the protégé can begin to see repeating patterns of behavior, and the mentor facilitates this process through an e-mail journal. Telementoring can also start just because a mentor and protégé are continuing to carry out through e-mail an ongoing, face-to-face conversation they started earlier.

An E-mail Mentoring Log

The best way to use a log is as a means of finding out what kind of time mentoring takes and if that time seems adequate to the needs of the participants.

Some districts require mentors to keep a log of the time they spend working as a mentor. This log usually records all the time they spend in the mentoring role, including in-school and out-of-school times, time on the phone, using e-mail regarding mentoring, and so forth. With an e-mail mentoring log, the mentor submits this information to the induction and mentoring program coordinator at a regular interval, such as once a month. The coordinator then can copy and paste the text directly into a database form or another file where the statistics are being kept for a later report or use. One reason for doing this might be to determine if enough released time has been provided for mentoring. Another reason could be to determine if the stipend for mentoring that occurs outside of school hours is enough.

The idea of a log of mentoring time seems pretty straightforward to most program leaders, but I caution you, it is not as simple as it might seem for at least two reasons:

1. If mentors feel they are not trusted and the log is a tool to check up on them, they may not cooperate in providing the information. Or, if they do provide the information, they may not contribute actual data. Instead, they may provide the data they think are expected.
2. If there are high expectations for results from mentoring but very little support for mentors and protégés to learn how to meet the expectations or to find the time to so do, the log may seem like one more unreasonable demand, and it may not be taken seriously or completed sincerely.

If you are tempted to use a log with your mentors but you really do not trust them to do the job that is expected, I strongly urge you to find another solution to the problem. If mentors and their protégés are not adequately supported with time and opportunities to learn how to mentor well, I also urge you not to use the mentoring log. What good are data from the logs if the data about the time spent mentoring are inaccurate?

The best way to use a log and to gain credible data from it is to explain and use the log as a means of finding out what kind of time mentoring takes and if that time seems adequate to the needs of the participants. The log can also help you decide if the time provided for mentoring seems sufficient to

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achieve the goals of the program. If teachers know these are the reasons why the time log information is needed, they will also understand that accurate information is required to make program decisions. They will willingly provide accurate information if they perceive the use of the data to be supportive of their work and not as a means of accountability.

Internet Lounges and Chat Rooms

When you sign in to a lounge or chat room, you provide a name (real or not) and look for interaction with someone else who is already in that room looking for conversation too. The conversation is essentially people taking turns writing back and forth to each other in real time (meaning there is little or no delay between writing and receiving the message and the sender waits for a response while the receiver writes it).

To increase the likelihood that the conversation will be useful to all involved, the sponsor of the chat room usually specifies some focus for the conversation. That way, participants find other people with whom they share some common interests and needs and there is some basis for the conversation. Induction and mentoring programs can facilitate such conversations by either helping protégés or mentors find their peers in existing chat rooms on the Internet, or by purchasing software and sponsoring a chat room just for district employees. Any time a program participant wants assistance or wants to offer assistance, they can go to the chat room to see who is there and seek interaction. If you want to explore the purchase of such software, visit the TeamWave Virtual Workplace Communities Web page at http://www.teamwave.com/advantages/communities/. This page provides free three-week demonstration licenses to try the software out. Many other such chat room software opportunities exist, of which a number can be found for free at http://download.cnet.com.

Although chat rooms provide many benefits, there are some limitations as well. For one, the quality of the information provided is unpredictable. A mentor or protégé may be getting advice from someone who is well qualified to give it, but then again, maybe not. If a district sponsors its own chat room, it is more likely quality information will be dispersed, although it takes a good-sized program to achieve consistent participation every evening. If program leaders are interested in setting up such a program, one way to start is to find a group of mentors who agree that one of them will monitor the chat room each evening and act as a telementor to whoever enters the chat room. The drawbacks of this approach are the limited opportunity to link face-to-face mentoring activities with what happens through the chat room and the limitations on building relationships when each interaction in the chat room on a different day is with a different mentor.

ONE-TO-GROUP MESSAGES

Even though telementoring is frequently a one-to-one interaction, other variations on telementoring can be explored. Induction and mentoring programs can provide several options to ensure they have offered adequate support for program participants. Each of the approaches described in the following paragraphs serves different purposes.

E-mail Newsletters (Ezines) and Mailing Lists

One of the best ways to share any new information is through an ezine, which is an electronic magazine or newsletter. An ezine is basically an e-mail message sent automatically to a predetermined list of people who want or should receive the news. Ezines are wonderful because although they take a little time to organize, they take only a few minutes to use once they are set up. Setting up an ezine primarily involves creating a list of the people who are to receive it. An induction and mentoring program could set up a series of ezines during those times of the year when announcements and news should be sent to some people, but not others. Program leaders may find making an e-mail list for each of the following groups of people useful:

There are several free services on the Web designed specifically to deliver e-zines . . .

- First-year teachers
- Second-year teachers
- Third-year teachers
- New but experienced teachers
- First-year mentors
- Experienced mentors
- School administrators
- Parents and community members interested in induction and mentoring, such as representatives from the local Chamber of Commerce, the mayor, the district P.T.A. president, and so forth

To set up an ezine, follow these steps:

1. *Select the software or e-mail list service to be used to actually send the ezine.* When selecting the software or list service, the first possibility you should consider is using your own e-mail program in your Web browser software. If you use Netscape or any of a number of other browsers, you already have and probably know how to use the e-mail program that comes with it. These software programs usually allow users to enter a series of names and e-mail addresses into a list in their software's address book. There are a few limitations to using this approach that should be considered for an induction and mentoring program ezine. When an e-mail message is sent to a group, the top of the message will contain the names and e-mail addresses of all the people on the list, which could take up a page or more of space. This may not be a concern to you at all. However, if it is,

your e-mail software probably has the ability to do a blind copy. That means the message you send to one person has only his or her name and address at the top. All the other people on the list get a copy too, but their names are hidden on other people's e-mail messages.

You can create a blind copy when you create a new message. In the address portion of the e-mail, there will be a line that reads "CC." Just below this it may say "BCC," which means blind copy. If this is available, type the addresses on that line. To find out more information about blind copies, you can go to the "Help" section of your e-mail software and look for "blind copy" in the instructions there. If your software cannot do a blind copy, you may wish to use one of the e-mail list hosting services discussed below. These services keep (or store) the full list for your group, but messages only include the individual name and e-mail address of the person who receives it. Some do not even include the name and only use the address.

There are several free services on the Web designed specifically to deliver ezines or discussion list services. A query of any search engine for e-mail list service or ezine will turn up many of the options available, but some of these may not be quality services, and others will not be free. A service I recommend is Topica Inc. at http://www.topica.com, which is a leading portal for e-mail newsletters and discussion lists as well as a free e-mail list host provider. Another free e-mail list service I can recommend is called OneList and can be found at www.onelist.com.

Some other e-mail list services are:

www.ListBot.com
www.egroups.com
www.listserv.net
www.listhost.net
www.list-universe.com
www.liszt.com

Any of these is also a great place to go to find lists of e-mail lists. Instead of creating your own ezine, these lists might direct you to an ezine already in existence to which you can refer your participants.

2. *Learn what information the software needs to send the ezine.* Once you have selected an e-mail list service to use, you will be told how to actually set up the list. The instructions will state, for example, whether you can include both the name of the person and the person's e-mail address, or if only the list of e-mail addresses should be submitted to the list hosting service. Be sure to understand these requirements before you invest a lot of time in building your e-mail list.

3. Create the e-mail list of participants in the ezine. Once you have learned how the list service structures the lists and other preferences, you are ready to build your list. If you have to create the list from scratch, just use your word processing program and type a column of the names and/or e-mail addresses, placing a tab between any name and address and a return (or press the Enter key) after each person's information. If you already have a

list typed for the group, you may be able to use it as is, or you may need to save the file with a new name and adapt the list to the specifications of the list hosting service.

Finally, remember that it is best to create more than one list if you may be sending messages to different audiences at different times. In other words, I recommend not placing all mentors on the same list if new mentors will need to receive a message that is different from that sent to experienced mentors. Similarly, new teachers hired from another district may need to be on a different list than beginning teachers.

4. *Place the e-mail list into the software to create the list.* Once the e-mail list is ready, just copy and paste it into the text box provided on the Web site of the list service provider. This creates the list on the provider's Web site. Next, bookmark that page in your Web browser so it is easy to return to in the future, when you need to modify the list.

5. *Create an ezine template so the ezine will have a consistent look and be recognized when it arrives.* People often receive quite a bit of e-mail they do not want. For that reason, it is important that people who receive your ezine recognize it for what it is and read it rather than simply trashing it. You should use the same message subject, format the ezine in an attractive and readable way, and use that same format consistently every time you send it.

For example, you should design an opening heading and ending footer. A heading (see Figure 4.2) provides several things of importance:

- The title of the newsletter
- The name of the publisher of the newsletter
- The date for each issue
- A statement about why the newsletter is sent to the recipient
- An index to the contents in that issue

An ezine footer (see Figure 4.3) serves a related function and might include:

- A program reminder
- A preview of the next newsletter
- An invitation to share the newsletter with a friend
- A reminder to send in stories or other content for the newsletter and the deadline for doing so
- A program motto
- The contact information if people have a question about the induction and mentoring program

Most e-mail software is somewhat limited in the formatting it allows, but this is changing as technology advances. The problem is your software may be able to make text bold or italic, but your recipient's may not. That is why the examples given in Figures 4.2 and 4.3, which are—by the way—fictional, use standard characters in a repeated string to highlight certain text.

Ezine Heading

^^

THE INDUCTION PROGRAM EZINE

Washburn County School District #27, Washburn, Colorado

Issue # 17, May 15, 2000

An electronic newsletter for all new teachers, mentors, and administrators

^^

CONTENTS OF THIS ISSUE INCLUDE:

- Meeting Announcements
- A Program Update
- New Teacher of the Month
- Mentor Teacher of the Month
- Story Time - "Lessons Learned in March"

^^

Figure 4.2

Ezine Footer

??

- Do you have questions about the Induction Program?

Contact Sally Rutherford, Induction Program Coordinator

at 630-555-0000 Ext. 20

or at <SallyR@WCSD27.k12.co.us>

- Remember, it takes a learning community to support a new teacher.

!!

Figure 4.3

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When you have created the template for your ezine, save it with a title such as "Eztemplate." Then, whenever you want to create a new issue, open the template file and immediately save it again with a new name, such as "Issue23.mar00." That way, your original template file is preserved and ready for the next month's issue.

Once your ezine is set up and ready to use, it is easier to write and send to the people on your list. The basic steps include the following:

1. *Write the articles, announcements, or news that are the content of the ezine.* This may seem pretty simple, but you should consider a few things. First, keep in mind that your purpose is to telementor novice teachers, not just to share some timely information. Of course, the information is the basis of the telementoring, but sharing information is not all you can or should do.

> The goal [of the ezine] should be to prompt beginning teachers to reflect about which of their lessons or students would benefit from the information provided.

It is useful to place some open-ended, thoughtful questions into the text, or at least at the end of sections in the text. The goal should be to prompt beginning teachers to reflect on which of their lessons or students would benefit from the information provided. You might ask recipients to consider the implications of the information for their work with students or with their mentoring partners and then to make to-do lists. The idea is to use face-to-face mentoring strategies even though you may not be face-to-face with anyone.

When you have an idea or some text to incorporate into your ezine, you can type text right into the renamed template for the ezine, or you can copy and paste text from another file.

2. *Format the text for e-mail.* E-mail is a very straightforward text processing system with very little fancy text formatting opportunities available. Even if your e-mail software can do nifty things to the text you want to send, remember that others' e-mail software may not be able to read this styling.

Also, most e-mail software has built-in limits for the number of characters on a line, which is often set at about sixty-five. On a word processing program, the line automatically wraps to the next line when it is too long. In many e-mail software programs the automatic wrap to the next line inserts a return at the end of the line. Therefore, when you send that message from your e-mail software and it is read in another e-mail software, the sentences that are too long may look different from what you planned.

You can read the e-mail operating instructions that come with your software to discover the number of characters in the line and to be sure not to exceed the amount your e-mail software can read. If you do not have any documentation for your e-mail software, you can send yourself a message and count the number of characters in the longest line. If the lines have more than sixty-five characters, make your sentences stop at sixty-five and insert a return to force the words to move to the next line.

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3. *Place the text into the e-mail software template.* Before placing your text into the e-mail software template, use your word processor to make sure the spelling is correct and that the text appears as you want it to. Most software programs have a built-in spell checker. Once you have checked spelling, an absolutely critical next step is to test the appearance, clarity, and quality of the newsletter text you have prepared before sending it to everyone on the list. To test the message for proper e-mail formatting, copy it from your word processor, paste it into an e-mail message and send it to yourself. When the checking is completed and the errors are fixed, copy and paste the whole text into the message window on the Web site of your e-mail newsletter hosting service.

4. *Send the text to the people on the list.* This is the easiest part of all. Press the return key or click on the send button to send the message. Now everyone on your list has the message. Think that was easy? Wait until the next time when you know what you are doing and you can go through the process even faster.

There are many places on the Internet you can go for advice about creating and using an ezine. The best place to start is the E-mail List Resource Web site at www.List-resources.com. This resource has a multitude of free advice and resources for putting together an ezine. It also has an amazing list that has hyperlinks to twenty-four ezine directories on other Web sites, which can be found at http://List-Resources.com/s/Promotion/Directories/Free/index.shtml. Each of these sites has its own list of ezines. If you do not mind sharing your news with others outside your district, you can list your own ezine on any of these lists so others can subscribe to it.

Another good resource is Ezine-Tips at www.Ezine-Tips.com. You will find a daily paragraph-sized ezine with one tip on creating, improving, or using your ezine. I subscribe to this ezine and find that about half of the daily tips are not of interest to me because they deal with advertising or list promotions. That means about half of the ideas offered are ones I find useful. Not a bad average!

Finally, consider saving your ezine's best stories and articles for permanent placement on an Archives page (or another related page) in an Induction and Mentoring Program section of your district Web site. This makes the information available to anyone at any time in the future, and it is easy to do. The point is to gain as much value from the initial activity as possible by reusing it for other purposes or by distributing it in a new way.

One-to-group dialogue is an effective mentoring technique when a group of protégés or mentors has similar concerns or needs.

ONE-TO-GROUP DIALOGUE

One-to-group dialogue is an effective mentoring technique when a group of protégés or mentors has similar concerns or needs. In this case, the program leader can gather this group of people together and ask an expert

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on the topic to address the group. This technique is also well suited for telementoring: thanks to technology, the expert and the group members do not have to be in the same room for the mentoring to happen.

One-With-a-Group E-mail Telementoring

This is a variation of some other strategies. The medium for communication is text-based, as in the use of e-mail. To illustrate this kind of telementoring, imagine a group of protégés meeting in their peer support group. This group of teachers has developed a list of five questions that require some expertise to answer. For example, the questions may be about finding an adult audience for their students' writing.

What these teachers need is a mentor who is also an accomplished writing teacher. Imagine there is one such person in their district. One of the protégés is being mentored by that person, and this protégé suggests her mentor as a resource. In this case, the program leader could invite that person to the next peer support group meeting to address the teachers' questions. While this is a nice solution to the problem, it might be a month before the writing teacher is available to meet with the group. A better way to strike while the iron is hot is for the program leader to call that mentor and check the mentor's availability at the immediate moment. If the mentor is available, and if a computer with an Internet connection is available to the group, then the group's questions can be e-mailed to the mentor. The mentor will need about a half hour to respond to the group's questions, during which time the group can move on to another topic. When the mentor's responses come a bit later in the meeting, the group can return to the discussion about writing.

Program leaders can help facilitate such proactive meetings by making a computer with video and an Internet connection is available in the room the protégés meet in for every meeting. An even better solution is for program leaders to help the group establish agendas for such meetings in order to set up a connection with a specific mentor to be on standby during the meeting. Effective leaders who want beginning teachers to use technology in teaching will work to provide mentoring support in every possible learning situation.

Telementoring can also benefit noneducators. A good leader also understands that if administrators, parents, community representatives, and Board of Education members have never experienced telementoring themselves, they have no reason to value it for others who really need it. Providing these individuals with a quality telementoring experience helps them appreciate the value of providing technology for professional and student development. Examples of this might be an ezine or chat room offered one night a week for parents who are new to the district or telementoring provided by a retired Board of Education member who can guide and advise a new board member.

One-to-Group Conference Calls and Audio-Video Distance Learning

This form of telementoring is a somewhat similar process to the two-way group dialogue discussed in the next section. These same methods can also be used in a telementoring situation in which one mentor is helping a group of people.

To illustrate how conference calling can be used, consider an additional possibility for the scenario concerning a group of beginning teachers' questions about writing described previously. Another option this group has for getting their questions answered is to call the writing teacher mentor to see if he or she is available. If so, then the questions could be asked and answered over the phone. Also, if the call took place via speaker phone, the whole group could hear the advice and even ask other questions. A regular dialogue could take place over the wires.

Another variation of this method, called audio-video distance learning, is possible if there is a video camera and what is called see-u-see-me support on a pair of computers. Such video cameras are very small and can be mounted on top of a monitor at eye level for the user or set on a table. The video signal from the camera is sent to the receiving computer for others to see, and the microphone captures the audio discussion. The sending computer plays the incoming audio from the receiving end, and the screen shows the video from that site. The telementoring possibilities that arise from a situation like this are terrific, because participants can see each other, show photos or other visuals, and so forth. Obviously, this form of telementoring is better than simply having the audio connection. Computer programs and equipment for this type of group telementoring can be purchased at most computer stores.

With conference calling or audio-video distance learning, the idea is for program leaders to

- establish the relatively inexpensive systems that are available today in advance of when they are needed;
- train people in the use of the equipment and software;
- prompt or perhaps even plan for the groups that use the rooms to seek telementoring and other collaborative opportunities whenever they meet; and
- line up resource people to match the agenda topics.

TWO-WAY GROUP DIALOGUE

The previous ideas and techniques pertain to the context of one-to-a-group telementoring. Making some simple variations to these same structures can allow for more of a two-way interaction. There are a few ways such a telementoring session can occur. One way uses video and/or audio

conferencing (also called teleconferencing) by phone, satellite, cable, or Internet so that interaction can be in-depth and involve a number of people. The second way to interactively telementor a group is through the use of a listserv, electronic bulletin board, or e-mail discussion group list. Let's explore the teleconference approach first.

Group Telementoring, Virtual Meetings, and Teleconferences

Teleforums are an excellent example of a two-way telementoring dialogue between an expert and a group of people interested in the topic being discussed.

Recently, the National Education Association (NEA) sponsored its first ever Virtual Conference for New Teachers. This virtual conference lasted fourteen days and was a free opportunity for beginning teachers, who could participate any number of times during the two weeks. Sessions were set up as online resource rooms on various topics, such as dealing with disruptive students, strategies for connecting with parents who work, parent-teacher conferencing, and classroom management. These conference discussions were also posted on the NEA Web site, www.nea.org, message boards after the conference was concluded.

Another example of a virtual conference comes from an ezine called Coaching Success. This ezine is published by Ernest Oriente and Judy Feld (www.coachingsuccess.com). Ernest and Judy's ezine frequently announces when they are sponsoring a free teleForum on a topic related to coaching and mentoring. In addition to the topic, they announce the date and the time the teleforum starts. Their teleforums are an excellent example of a two-way telementoring dialogue between an expert (or two in this case) and a group of people interested in the topic being discussed. In the example of the teleForums, experts and participants are connected through a conference call that allows a group interaction on the topic of the day. Since the number of phone calls that can enter this sort of conversation is limited by the technology, registration for the event is limited, too. Therefore, it is wise to register early. Program leaders can contact their phone service to set up a similar teleconference for their own participants. In fact, the small number of teleconferences available, the limited number of participants, and the needs of a program's own participants suggest that program leaders sponsoring their own teleconferences is often the best solution. This is especially true if a program leader's participants are spread out across a larger geographic area.

Some group telementoring situations are informal, with no specific agenda and no one trying to lead the flow of conversation in any particular direction. Other group telementoring sessions are much more structured, with the interaction facilitated by a moderator other than the experts. The exact nature of the experience is dictated by the sponsors of the event and their leadership styles.

Why might an induction and mentoring program leader like you consider occasionally sponsoring a group telementoring session for your dis-

trict? This strategy is useful because it works well for addressing a specific need or topic for learning or problem solving. Group telementoring is well suited for a limited number of people and a limited time, such as thirty to sixty minutes. A longer time is possible, although somewhat more expensive. Yet, if you consider the travel expenses of bringing in an expert consultant or speaker who lives some distance away, the cost of an extended group telementoring session with that expert is quite reasonable. Of course, the lack of face-to-face interaction does limit the experience somewhat, which is why such events are held for a limited time. Any expert or presenter you might use in traditional ways can be connected to your group in this way too. All you need is a phone.

On the other hand, a group telementoring session does not make as much sense if you want your participants to have a day or longer interaction with an expert because there is a great deal of information to cover or significant skill building to accomplish. It is also not as useful if you want to involve a large number of people in the experience, because their interaction with the expert doing the mentoring will be limited by the size of the group. In situations like these, it is probably better to get the expert in the same room with the staff you want to be mentored.

However, the possibilities of this type of telementoring are beneficial in many situations. Perhaps you have a number of mentors working in schools in scattered areas, but you would like them to interact with each other and a mentoring expert who can help them develop strategies to solve some of their tougher mentoring problems. If you can reach agreement about the specific problems or questions to address, a group telementoring conference is just the thing. The mentors do not need to be in the same place to be involved in the telementoring, so no time is wasted on travel.

Another example where this type of telementoring is useful is in a situation such as a new teacher support group telementoring session with a classroom management expert who is somewhere else in the country. In this case, you could bring the new teachers together in one location (or not) and link them through video and audio distance learning equipment or the telephone and a speaker to the expert.

Setting up the Teleconference

The next time you are trying to get people together for a meeting and you are getting resistance because of distance and time factors, consider organizing a group telementoring session as an alternative. Start planning for the session by clearly defining the purposes to be accomplished from interaction among the participants and with the mentoring expert. Setting up such a session first involves a decision about the technology needed to accomplish the purposes and then the necessary work to coordinate the event.

If your purposes for the meeting require both audio and visual communication, you will need the proper equipment and you will need the participants at the various sites to meet in the locations where that equip-

ment is available. If you do not have both audio and visual equipment, or if you only need audio communication, you will just need someone to set up the room where your meeting will occur with a phone line and a speaker phone.

If the participants in the group telementoring session are going to join the discussion from remote places and there are several participants at each remote site, they need to have access to a room set up with the necessary equipment. You may have to make the arrangements for that location. However, if the participants will join the discussion individually from remote locations, then no meeting room is needed anywhere and all each participant needs is access to a telephone (and the other necessary equipment, if that is desired).

Next, you need to decide upon the expert mentor(s) to lead the meeting. The purpose for the meeting will determine the strengths needed in the mentor you will hire to conduct the session. Once you have a mentor in mind, contact that person, explain the purposes of the meeting, and finalize any fees and details of the date, time, and process.

Once all that is taken care of, it is time to identify and inform the employees you want involved in the event. Typically, these people have been involved in the original discussion of the need for the meeting, and perhaps some of the planning as well.

If your meeting process involves only audio communication, your district may have the needed speaker-phone technology in place. If you also need video communication, you can contact your district's technology person or regional technology center to find out what technology is available. If your district would like to purchase the software needed to allow you to hold Web-based meetings as described earlier, one resource for this type of software is NetMeeting. This product allows groups of participants to dial into the same virtual meeting place and interact in a text-based environment using keyboarding and a white electronic display board. Sound is also available to computers that have a microphone. You can find out more about NetMeeting on the Internet at http://www.microsoft. com/windows/netmeeting/?RLD=52.

If your district does not have audio and video distance learning capacity, then probably all you will need is a conference call, which you can set up with your telephone company. Be sure to do so well in advance of the meeting date if you have never conducted such a meeting before.

Bulletin Boards, Listservs, and E-mail Discussion Groups

If the need of program participants is largely for an exchange of ideas and information, the method you choose for the discussion need not be as interactive as an audio or an audiovisual conference. A bulletin board,

listserv, or e-mail discussion group may be the perfect solution. While these mediums are similar, there are a few distinctions.

A bulletin board functions just like the virtual clipboard on your computer. The clipboard is actually a memory location in which the information you cut or copy, and from which you paste, is held when you are using a word processing program. With an electronic bulletin board, people in a group send a message, which is posted on the bulletin board where other members of the group may read it and react. People can react to your message by sending a return message that is posted on the bulletin board. Then, other group members can read the original statements and any others that were added to it as a response.

A listserv is a reference to the computer or server that is used to serve the needed computer files to the participants in an e-mail discussion. Consider a listserv to be an e-mail discussion.

If the need is largely for an exchange of ideas and information, a bulletin board, listserv, or e-mail discussion group may be the perfect solution.

An e-mail discussion list is similar to the concept of the ezine discussed earlier, except that the ezine provides only a one-way flow of information in which the information goes from a source to a group of people. In an e-mail discussion group, the need for discussion requires a method and technology that facilitates a two-way flow of information. In this way, an e-mail discussion group and a listserv can be viewed as similar entities, because any one person can send questions or responses to someone else's questions and all members of the group have access to all the information.

One of the differences between an e-mail discussion group or listserv and a bulletin board is that in an e-mail discussion group, all members are sent *every* message posted by any group member. In a bulletin board, group members must go to the bulletin board and get the messages posted there. Another difference is that usually bulletin boards post every item submitted by the group, but an e-mail discussion is usually moderated and facilitated by the owner of the group list. When a discussion is moderated, the contents that are sent to the group are filtered through the preferences of the list moderator. The filtering usually eliminates messages that are in poor taste or unrelated to the point of the discussion.

When a discussion is facilitated, the list owner may try to start a discussion by asking questions that are expected to prompt a reaction or address a need. It also may mean the facilitator inserts opinions or asks further questions that are intended to bring clarification or to influence the direction of the interaction. In an induction and mentoring context pertaining to a discussion among beginning teachers, for example, this means the moderator or facilitator actually serves as a mentor. In fact, mentors might take turns serving as the moderator for a beginning teacher e-mail discussion group. Beginning teachers sometimes do not yet know the questions they need to consider and answer. A facilitator who is also an experienced teacher and mentor can discern the need for the learning that is behind the question or concern. This leads the mentor to model reflective thinking

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and point out the need for additional data before making a decision. Also, the mentor can prompt greater collaboration and encourage that further questions be asked. All of these are responses a good mentor might offer in a face-to-face discussion, as well.

Setting Up an E-mail Discussion List

Establishing an e-mail discussion list for your staff can be done one of several ways. You may have the capacity to set one up with your own equipment and with the help of the technology staff within your district. If what you need is not available, you can investigate a number of free services on the Internet that make setting up such a discussion list quite easy. In fact, many of these services are the same as those that offer ezine capabilities, and many of the steps are similar to those already discussed in the previous section on ezines. The only substantial difference is that when you set up the e-mail discussion list you will specify:

- if the list is an ezine (one-way information flow) or a discussion (two-way);
- if the discussion is to be moderated or not;
- if the messages are to be archived or not (i.e., messages are saved and available to list members to read at a future time.); and
- if the list will use a digest or not. (A digest means that a compilation of messages is sent rather than a series of individual messages. Whether you use a digest or not is a personal preference for managing the number of messages received by the group.)

A wonderful example of an e-mail discussion list is the New Teacher Network, which is sponsored and moderated by Ian Horwath. Ian is a teacher with an interest in mentoring and some experience as a mentor. To join this network, go to NewTeachersNetwork@onelist.com or e-mail Ian at teacher1@total.net. As you may notice in his address, the e-mail list service he uses is OneList. OneList is a free service that provides excellent options and that those who are trying to establish their own discussion lists may want to consider. You can check out OneList at www.onelist.com.

Another list service I recommend is Topica, which is located on the Internet at www.topica.com. I use this service to host my free monthly Staff Development Electronic Newsletter (SDEN). The SDEN is a newsletter, not a discussion list, but Topica can do either approach.

ONE-TO-TEXT LEARNING

This is a term I have developed to describe an individual's learning through access to essential, quality written information. Some may call such access reading, and it surely is, but the two applications of this idea I want to share are about a specific kind of reading that I feel approaches mentoring.

Since they use technology, they also apply as telementoring. The two applications discussed in this section involve hyperlinks and Web-based resources and links pages. In the first example, which explains the use of hyperlinks, I have inserted underlining in the text to simulate the appearance of hyperlinks, which also appear as underlined text on a Web site.

Hyperlinks

Regular reading of text is almost always intended to be a linear process because we often organize text chronologically. Anyone who reads a novel reads it from the front to the back because the story makes the most sense that way. Even nonchronological texts, such as a picture book, are often organized to facilitate reading from front to back.

On the Web, however, one learns to allow interests and imagination to take one out of the linear context. When you arrive at a Web site homepage, you look for what interests you and you click on that link, regardless of whether it is the first or the last link in the list presented there. If you were to visually represent the path you take as you move through a Web site, it would certainly not be a straight line. Rather it would begin to represent a "web" of lines. How appropriate!

I advocate that you repurpose texts to take advantage of the hyperlink potential of the Web.

This phenomenon has shaped my own personal awareness and way of thinking. For example, I know that few people will read this book from front cover to back cover in the order in which it is arranged. You will probably have read the table of contents or browsed through it and gone straight to the sections or the chapters that interest you the most. Only later might you read the other chapters, and thus those would be read out of sequence.

Now, go back over the last three paragraphs and notice where I have placed the underlined words or phrases. If this were a Web-based book, those underlined phrases would be hyperlinks embedded in the text; you could click on these links and they would take you to other related text, images, charts, videos, or sounds.

In an induction and mentoring program, there are many non-Web written materials you'll want to also place on your district Web site so that beginning teachers, mentors, or principals can access them at any time. I advocate that you repurpose those texts to take advantage of the hyperlink potential of the Web. By repurpose, I mean rethink why they were done as they were originally, and reconsider how they might better be done to take advantage of the potential hyperlinks offer for enhancing learning.

An example of repurposing might be the schedule for the new teacher peer support group meetings. Originally done on paper, this schedule might have been placed in a beginning teacher guidebook and distributed at orientation week in mid-August. Since the information already exists as a computer file, it is easy to save the text as an HTML or WWW file so it can also be placed on the district Web site. Taking this step results in

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increased access to the information. For example, a new teacher who has left the guidebook at home may need to know the location of a meeting, and since the information is now posted on the Web, he or she can access the schedule and get to the correct meeting on time.

Although putting this information on the Web in its original form may be useful, this is the point at which program leaders need to repurpose the meeting schedule. The original conception of the page may have limited thinking about how to best present the schedule on the Web site. When a program leader placed the schedule on the Web site, he or she gains an added opportunity. This program leader can now embed hyperlinks into the text for the schedule and connect previously separated pages of information, such as maps, photos, minutes, agendas, handouts, and other resources, in a way that better facilitates learning and use of the information. Following are just a few ideas for embedding hyperlinks in the example of the protégé support group meeting schedule placed on the Web site:

Every induction and mentoring program can build a terrific support system that new teachers, mentors, administrators, and others can access through an induction and mentoring program section on the district Web site.

- The date of the meeting can be linked to the agenda for that date.
- Where the agenda mentions the minutes of the previous meeting, that phrase can become a link to the minutes.
- The title of the presentation on the agenda can be linked to the handouts given once the meeting is over.
- The name of the school on the schedule can be linked to the school's Web page.
- The school's address can be linked to a district map and set of directions.
- The school's name can be linked to a picture of the school.

Think about the other things provided in your beginning teacher handouts or manual. Probably it contains a directory of key staff and administrators in the district. You can place the directory on the Web and make the e-mail address for each person a link that automatically allows teachers to send an e-mail to the person on whose address they click. Does your new teacher orientation guidebook include references to the insurance program? Teaching responsibilities? Teacher's contracts? All of these could be placed on the Web and interconnected with hyperlinks to make accessing important information quick and easy. (See Figure 4.4 for an example.)

With a little practice in thinking this way, every induction and mentoring program can build a terrific support system that beginning teachers, mentors, administrators, and others can access through an induction and mentoring program section on the district Web site.

Web-Based Resource Guides and Links Pages

Web-based resource guides and links pages are a powerful strategy every induction and mentoring program leader should investigate and that some-

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Repurposing Text to Include Embedded Links

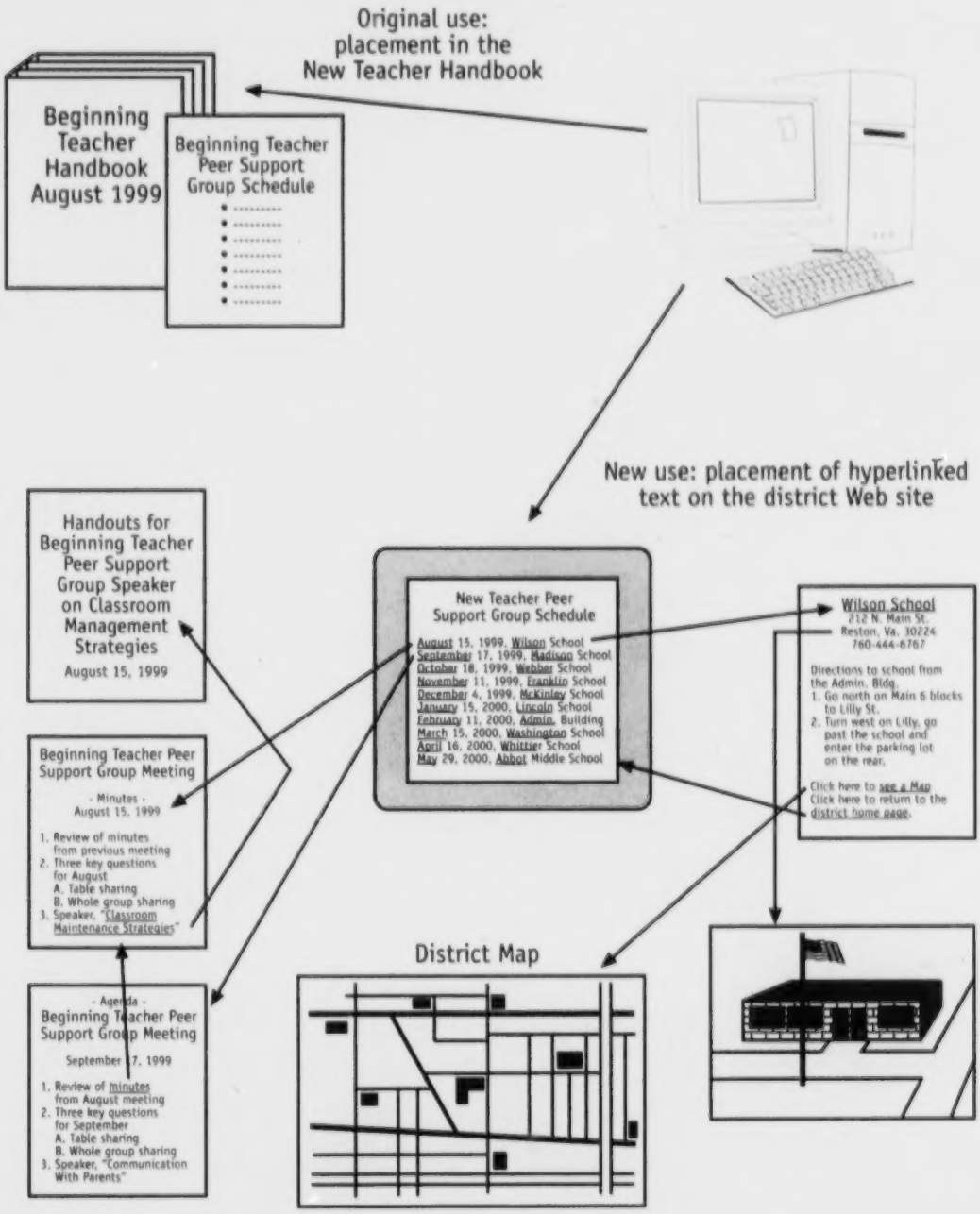
Original use:
placement in the
New Teacher Handbook
Beginning Teacher Handbook August 1999
Beginning Teacher Peer Support Group Schedule
New use: placement of hyperlinked text on the district Web site
Handouts for Beginning Teacher Peer Support Group Speaker on Classroom Management Strategies
August 15, 1999
New Teacher Peer Support Group Schedule
August 15, 1999, Wilson School
September 17, 1999, Madison School
October 18, 1999, Webber School
November 11, 1999, Franklin School
December 4, 1999, McKinley School
January 15, 2000, Lincoln School
February 11, 2000, Admin. Building
March 15, 2000, Washington School
April 16, 2000, Whittier School
May 29, 2000, Abbot Middle School
Wilson School
212 N. Main St.
Reston, Va. 30224
760-444-6767
Directions to school from the Admin. Bldg.
1. Go north on Main 6 blocks to Lilly St.
2. Turn west on Lilly, go past the school and enter the parking lot on the rear.
Click here to see a Map
Click here to return to the district home page.
Beginning Teacher Peer Support Group Meeting
- Minutes -
August 15, 1999
1. Review of minutes from previous meeting
2. Three key questions for August
A. Table sharing
B. Whole group sharing
3. Speaker, "Classroom Maintenance Strategies"
District Map
- Agenda -
Beginning Teacher Peer Support Group Meeting
September 17, 1999
1. Review of minutes from August meeting
2. Three key questions for September
A. Table sharing
B. Whole group sharing
3. Speaker, "Communication With Parents"

Figure 4.4

SkyLight Professional Development

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one in your program (if not you) should learn how to develop. The small investment of time needed to build the technical skills to work on the Web is far surpassed by the value of the 24-hour-a-day, seven-day-a-week resource you can create.

A resource guide for the Web can be a listing of information and a set of hyperlinks to other Web sites all over the world or links to other resources available on a district or school's Web site. With this tool, beginning teachers can access advice and resources from mentors in their districts as well as from others around the world, and they are not limited by the availability of a local mentor at the time they need help. Also, the mentor does not have to recreate the same information every time it is needed by another person.

District Web sites should have an induction and mentoring section containing various information, including resource pages and guides. These Web sites and resource guides need not be a major effort to create. Developers can streamline the process by looking for ways to gain multiple layers of value from the same activity, and then switching their perspective and "thinking Web" when coordinating ideas to put on the Web site. The following example illustrates this idea:

First level of value. Pretend you are a mentor program leader who is facilitating a beginning teacher peer support group meeting in October. You have just asked the beginning teachers to tell you what they have learned about working effectively and comfortably with a mentor. Your initial goal for this activity is to ensure that every beginning teacher in the room has learned these valued lessons. Even if only one beginning teacher has learned a valuable idea about this process, sharing the idea helps all beginning teachers to learn the lesson. This activity is very good, but so far, it is framed to provide benefits at only one level and time. However, your time as a leader is limited, right? Let us look for ways to capture even more value for the induction and mentoring program from the same activity.

A second level of value. Thinking a bit more long-term will help you realize you can write down the beginning teachers' ideas so they can be shared with next year's beginning teachers in August, before they start to work with a mentor. This makes this activity more valuable because it will improve the receptivity of next year's beginning teachers and their work as protégés in mentoring pairs.

A third and fourth level of value. You can add two more levels of value to the same activity by sharing the list of beginning teacher ideas with your mentors and administrators. Now they can also learn and use these lessons in their mentoring roles. If a mentor knows what the beginning teacher knows about working together better as a mentoring pair, the mentor can candidly address how he or she will use that information to maximize the effectiveness of the pair's work together.

Think Web. Doing this allows you to get even more value out of the initial activity. As long as you are writing these ideas down and sharing

them with a range of people, why not do so through the district Web site? Taking this step means everyone who needs the advice you are offering can access it, not just the people you think might need it. It is a powerful idea, is it not? Instead of framing the support from your conception of how it might work best, placing it on the Web site allows others to structure their own learning. Your support efforts can become accessible to people in your district who you do not even know need your help, and to people all around the world as well!

One example of how this added value can be useful involves a teacher union leader who is skeptical about the role of the mentor and wondering if the union should become more involved in shaping the direction of the induction and mentoring program. Such involvement might certainly be a very desirable thing, but it also might become a limiting factor for the program if any such leader is more concerned about control than support. Let us assume the union leader goes to the district Web site and reads some of the pages you have placed in the induction and mentoring program section. People like your union leader, a Board of Education member, a parent, or a community member may be wondering why they should support induction and mentoring, and by viewing the Web site they can learn why the program does indeed merit their support—whether or not you thought such a use might even occur! The point is that placing the "good stuff" on the Web site removes boundaries and obstacles and lets great things happen that will exceed your own ideas.

An effective induction and mentoring program leader tries to make information that resides in inaccessible places and that was originally sent to a limited number of people accessible to anyone who may need it at any time and place.

This same approach can be used to develop the entire induction and mentoring program section of the district Web site. If you already have a file saved somewhere on a computer, that file can easily be converted to a Web page. (See Developing Resource Guide Web Pages for more information on how to do this.) Examples of files that might be useful to convert include a district map with the induction and mentoring school sites identified, floor plans for each school showing common meeting rooms for professional development, job postings, teacher responsibilities, the goals of the induction and mentoring program, and much more. An effective induction and mentoring program leader tries to make information that resides in inaccessible places and that was originally sent to a limited number of people accessible to anyone who may need it at any time and place. This is a simple but very powerful idea. The idea is to think of multiple ways in which any one activity can provide value to as many people as possible whenever they need it.

Following are a few examples that illustrate the great possibilities of Web-based resource pages that can be provided by an induction and mentoring program. As you read, analyze these examples from the perspective of your role as an induction and mentoring program leader and consider how you can adapt and use the ideas in multiple ways to benefit the people in your program.

Example 1: Imagine you are Susan, a beginning math teacher, and you have decided you need some better hands-on math activities to use with your students for your class tomorrow. You do not have many materials on hand, and the local teacher store is closed already, so you call your mentor for some ideas. Your mentor's answering machine informs you he is out of town for the weekend, so you are feeling stuck! You decide to go to the district Web site, which has a section of resources for beginning teachers. There you find a resource guide Web page for math that has about thirty-five links for hands-on activities. You notice the guide was prepared by two of last year's beginning teachers as an activity for their peer support group. Within a few minutes, you have gathered several great ideas and materials that are just what you were looking for.

Example 2: You are Ralph, a veteran principal with several mentors in your school. You are concerned that one of the mentors may not be doing all you expect him to do to help his protégé. You decide to first to address this problem by e-mailing a request to Heather, the district's mentor program coordinator. You explain the situation to her and ask for her advice. Then you remember that the district's Web site has a new section on the induction and mentoring program and has some pages specifically for administrators.

When you get to the administrators' Web page you find links to a number of places with advice about handling challenging situations with mentors. A page, titled Getting Mentors to Meet Program Expectations, catches your eye, and you notice it was written by the Assistant Superintendent for Instruction. The advice page offers six strategies for solving this problem, and several of them look promising to you. You print the list and drop it in your briefcase for tomorrow. Then you copy the three questions from the strategy you like the best regarding urging the mentor to do more. Next, you go to your school's Web site and look up the mentor's schedule and free period. You e-mail the mentor, asking for a conference during his planning period. You paste the three questions you found on the Web page into the e-mail message and ask the mentor to come prepared to discuss them. Now you are ready to conference with the mentor tomorrow.

Example 3: Consider the next scenario from the perspective of Chad, a mentor and fifth-grade teacher. Chad is worried about his protégé's instructional planning. His protégé follows the district lesson plan format. However, the district also requires clear use of state standards in all lesson plans, and Chad knows his principal checks on this expectation. He also knows his protégé is not consistently including these standards references in her plans. Chad has done everything he can imagine to offer ideas and suggestions to his protégé, even warning her that she must do the standards references every day, but she continues to forget to do so. Chad feels he is becoming too much of a nag and dislikes how this makes him feel.

At the last mentor peer support meeting, Chad heard that a new Web page had been posted with advice from experienced mentors who served in

the district last year. Chad finds a set of eighteen strategies for dealing with reluctant protégés on the Web site, which were collected at a mentor peer support meeting. As he reads the ideas and picks one that fits his circumstances, he realizes why the mentor program coordinator has asked his mentor peer support group to provide helpful hints for a different mentoring challenge at the next meeting. He appreciates being able to access the experience of last year's mentors, and he resolves to contribute his own insights at the next meeting.

Example 4: The induction and mentoring program coordinator in the district is Heather, a middle-school teacher who is released half-time to coordinate the induction and mentoring program and serve as a mentor of mentors. Heather just got the e-mail from the principal, Ralph, about a mentor who Ralph feels is not doing enough to help his protégé. Heather was a mentor twice before, but this is her first year acting as a program coordinator. As she reads the message from Ralph, she wishes she had a mentor too, as she is not exactly sure what advice she should offer.

Heather remembers that the induction and mentoring program section on the district Web site has a page of links she has checked out before, including a link to a Web site called the Mentoring Leadership and Resource Network (MLRN) at www.mentors.net. She remembers that the site had a Web page for mentor program leaders, and she locates that page. Heather finds a few articles written by other mentor program coordinators like her, along with e-mail links to the authors. She types a message to the author whose writing and ideas she likes best and asks advice on answering Ralph's tough question. As she does so, she thinks, "Maybe this person will be *my* mentor."

Hopefully, these scenarios have helped you catch a glimpse of the power of Web-based resource pages. Once you put a few of these in place on your Web site, you will be amazed at the wonderful support the resource pages can provide to others. Also, as your staff members work with resource pages such as those described above, they will discover the logical connections for supporting the learning of their own students and will start to use student-developed resource guides as a curriculum emphasis. As that transition happens, your staff will notice that this authentic and engaging activity hooks students into the learning educators want them to experience.

As staff members work with resource pages, they will discover the logical connections for supporting the learning of their own students and will start to use student-developed resource guides as a curriculum emphasis.

Developing Resource Guide Web Pages

Learning how to develop these useful resource guide Web pages involves two processes: the technical process and the thinking or conceptual process. We will tackle the technical process first.

Web pages can be developed by any district employee who manages a Web site. These people already have the skills needed to easily do this activity. However, I urge program leaders to ask their technology special-

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ists to hold a few brief workshops in the computer lab to specifically show new teachers, mentors, and administrators how to save word processing files in HTML (the Web's language) and how to contribute those files to the induction and mentoring section of the district's Web site. It is important that all participants in an induction and mentoring program be able to contribute their ideas and information to the induction and mentoring portion of the Web site.

As discussed earlier in this chapter, the essential concept behind Web-based resource pages is to only write anything of value one time. Placing important information on a Web page where everyone can access it at any time is the best way to do this. Using Adobe's PageMill, Microsoft's Front Page, or other HTML editing programs to design a Web page is not a difficult task to learn. In fact, you may be surprised how fast you can learn to make basic Web pages, hyperlinks, and so forth.

It is important that all participants in an induction and mentoring program be able to contribute their ideas and information to the induction and mentoring portion of the Web site.

If someone on staff or a student in your school knows how to use an HTML editor, the task can be as simple as one of the two following options:

1. Use "Save As" to save the file. Do the following three steps before saving the file:
   a. Use no spaces in the file name and add a period (.) at the end of the file name with one of the two following extensions:
      - For a windows-based system, add htm
      - For a Mac system, add html
   b. Next, for the file type, select HTML or WWW. This causes the computer to save the text and automatically add all the HTML coded tags that make the text function appropriately on the Internet. Most contemporary word processors are designed to do this easily.
   c. Select the directory to which you want to send the file and then save it. This is how you can send the file to the person who will place it on the Web site.
2. Send the word processor text in an e-mail to the person who will place it on the Web site. To make the process easier for the person you are sending the file to, you can first "Save As," as was described above. Then, reopen the file and copy the text with all the HTML tags in it. Next, paste that text into an e-mail message to the person who will place it on the Web site.

If you are in a hurry, or just do not want to have to do the above steps, e-mail the original text to the person who will put it on the Web site. He or she can easily save your message as HTML and place it on the site.

If what you have decided to collect and share on your Web site is more than text-based contributions, you probably want to consider development of a Web page with hyperlinks to other Web sites. This is a bit trickier in

the technical sense, but again, you will be pleased at how quickly you can learn to do this, too.

Keep in mind that with this kind of project it is quite easy to provide too much information. A resource guide with fifteen or twenty links titled Helpful Hints for Lesson Planning is great. A list of fifty or more on the same topic is too much and requires a person to randomly pick a few to visit. You can handle this problem in several ways. You can break the list into more specific categories, rather than keeping it as one long list of links. For example, if the main title of the list is Helpful Hints for Lesson Planning, the list could easily be subdivided into General Hints, Hints for Math Teachers, Hints for Art Teachers, and so forth.

Another way to avoid too many links is to do a more focused search in the beginning. Following is a suggested thinking process that is helpful when teaching people how to develop a well-focused resource guide Web page.

1. *Select the problem to be solved or the question to be researched.* The point of the problem or question is to create clarity about the focus for the search. If the search is not focused on a fairly specific topic, the information found will be too massive to sort out and the process of developing a helpful resource page for your Web site will be much more difficult.

2. *Identify potential information sources on the Web and locally.* The question that needs to be answered is if Web sites loaded with lists of resources on the topic or related topics already exist, which should you explore? If there are existing lists, you do not need to build your own; you can just place a link on your Web site to the site with the lists. Before you make this decision however, be sure to access many of the links on the existing lists. Some such lists were created a while ago and have not been kept current. You do not want to offer a resource that leads to many dead links.

Some terrific resources may also be provided in places you might not think of immediately. For example, many educational publishers have Web sites that provide much more than information about the books they sell. They want to attract educators to their site, so they often provide free resource lists and update them frequently. Look in the books you already have for Web sites of publishers who might provide such a service.

Another resource is often called a search engine, but many of these are really a Web directory. For example, Yahoo! at www.yahoo.com is a directory, but it also has a search engine to help you find your way through the millions of entries in its directory. A Web directory is essentially an Internet-based version of a phone book. Yahoo! staff and actual search robots search the Web for interesting Web sites that fit certain criteria, and then they place a link to the site in a category within their directory. The Web site listing will only be found within that category because the category is the basis for how all the lists are organized. That is why, when you do a search of the Yahoo! directory, the categories that fit the search you requested are the first to be posted on the list you receive. After the listed categories, the

individual sites from across the categories that fit the keywords from your search are listed. The site listing includes the Web site's Internet address (URL), which is offered as a hyperlink that you can click on to jump to the site, and a brief description of the subject addressed by the Web site.

Some excellent sources for information and resources may be found near your school district, as well. Many larger towns have a teacher store that offers a wealth of diverse resources, and that can help program participants access other resources not offered in that particular store.

Conducting a Search for the Desired Resources

Once you have identified possible sources for the information you need, you should select from among several ways to access the information, several of which are provided in chapter 6. Figure 4.5 also lists some possibilities. Some of these may require specific skills or some prior knowledge to access. The list is provided to help you consider the options that will work best for your program.

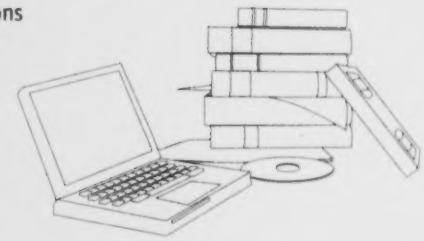
When the resources are electronic, you will probably use an Internet search engine to do the searching for you. To use a search engine, you need to identify the keywords you will use to conduct the search. Try to identify a number of variations from the terms you are familiar with using in order to find the most information possible. Figure 4.6 shows some of the possible keywords to use when searching electronically for information pertaining to mentoring of new teachers.

Knowing how to use keywords for Internet searching is a very important skill. For example, if you want information about math, using mathematics as a keyword will not return as many Web site listings to you as will the keyword math. That is because mathematics also contains the word math. Searching with math as your keyword will provide the list of all the Web sites for math, mathematics, and any other Web site with math in the title or text somewhere. Using math as the keyword might also offer a Web site using a person's name, such as Dr. Moremath. It is tricky, is it not? It takes some practice to make searches inclusive enough to return the information you need without finding things you do not need.

Organizing the Results of Your Search

If you have collected information on paper rather than electronically, you have a couple of choices to make about how to offer the information to others as a resource guide. The traditional approach is to assemble a book or folder of the information, label it as fitting within a specific topic, create a table of contents for the book, place the resource in a file drawer system, professional library, or teacher center library, and then publish copies of the table of contents so others are aware of the resource you have created. Another option is to scan the information you have collected to convert it

Possible Resources



- Fax-on-demand from publishers and professional organizations
- Phone requests for information
- US mail delivery of purchased or free materials
- E-mail inquiries from experts
- Electronic newsletters or ezines
- Journal articles
- Think tanks, such as the Rand Corporation studies
- ERIC, the Educational Resources Information Collection
- Research reports from one of the federal Regional Laboratories in the United States
- Organizational newsletters
- Occasional papers, monographs, and books published by professional organizations
- Commercially published books
- Handouts at professional conferences and workshops
- School district privately published journals and findings from action research
- Doctoral dissertations and master's degree theses
- Privately published works by individuals
- Displays and exhibits at professional meetings and conferences
- Web sites found through an Internet search, such as those of:
  - Professional development agencies
  - State departments of education
  - Regional and intermediate service centers such as BOCES, ESCs, ROEs, etc.
  - Professional organizations for teachers, administrators, staff developers, etc.
  - School districts
  - Private individuals, such as teachers, mentors, administrators, and consultants
- Listservs and discussion groups for two-way dialogue
- Electronic newsletters (ezines) and mailing lists for one-way information sharing
- Newsgroups
- Internet chat rooms on mentoring, induction, and beginning teachers
- Online bulletin boards
- Teleconferences
- Distance learning
- Cable and public access television
- Public broadcasting on television
- Radio, especially public radio

Figure 4.5

Keywords to Search for Mentoring of Beginning Teachers

- New teachers
- First-year teachers
- Novice teachers
- Beginning teachers
- Entry-year teachers
- Resident teachers
- Interns
- Induction-year teachers
- Preservice teachers
- Mentor
- Mentoring
- Mentorship
- Internship
- Induction
- Teacher advisor
- Peer mentoring
- Peer coaching
- Coaching
- Staff development for new teachers
- Professional development for new teachers
- Professional growth for new teachers

Figure 4.6

to a digital form and then place it on a Web site so it can be accessed through the Internet.

If you are searching for Web sites, you should bookmark any that have promising information or ideas. If you are collecting more text-based information, such as through e-mails, the best way to organize this kind of information is to create a folder or directory on your computer's hard drive specifically for the research information. Consider making several folders or subdirectories to further organize the information and make it easy to find.

Later on you can go to the preferences file for your browser (as in Netscape) and make a copy of your bookmarks file. Do so by first making a duplicate of the file and then immediately changing its name so you will not confuse it with the original file. Next, use your word processing program to open and resave your bookmarks as an HTML file by using the Save As function. Remember to change the file type to HTML or WWW, and add the htm or html extension as advised earlier in this chapter.

A word of caution is in order here. Look for copyright labeling on any information you have accessed, and if you find such restrictions, be sure to obtain permission to use the information or eliminate it from your collection. Even if the information is not copyrighted, it is still wise to provide a citation of your source along with the information.

Converting the HTML File to a Resource Guide Web Page

Your goal in this activity is to create a linked index for your page. Again, this task can be done by a faculty member or qualified student, or you can learn to use an HTML editor as described earlier in this chapter. All HTML editors provide the same functions but involve variations of the steps I describe below. Refer to the instructions that come with your HTML editor to find out how to make anchors and hyperlinks, among other functions. For this example, I will provide the steps in the process if the HTML editor is Adobe's PageMill. Other software works similarly. The steps are as follows:

- Open the HTML file using an HTML editor.
- Reformat the text to produce a concise listing with clear categories to subdivide longer lists of information sources.
- Duplicate (copy and paste) the titles for each category.
- Place an anchor next to the first title for each category. Do this by first placing your cursor in the text where you want the anchor to go, and then choosing Anchor from the Edit menu bar. (An anchor is a reference point for a link within a single document.)
- Highlight the second of the two title versions and then drag the anchor symbol over and drop it on the highlighted text. This will make the highlighted text a hyperlink that is connected to the anchor icon.
- Cut each of the headings that are now links to your subdivided categories and paste them, one at a time and in order, at the top of the file just under the title and the name of the list compiler (you). Label this listing of the links as Index for the Web page.
- Next, add a descriptive title to your Web page so others who search for it can find it.
- Get the title of your Web page listed on another Web page that is on the Web site already. Perhaps that other Web page is a listing of all the resource guide pages in the induction and mentoring program section of the Web site. You want the title of your Web page to be added to that list so people can find it. That title then must be made into a hyperlink so that clicking on it takes the user to your Web page. Making the title on the list of resource pages into a hyperlink may require the help of your technology coordinator, who will basically follow the same process listed above. This step is essential, because the access to actually change a Web site is usually closely controlled.
- The Web page must be posted on your district Web site. Again, you may wish to ask an experienced technology person to do this for you, or perhaps to show you how to FTP the file to the server. FTP is the File Transfer Protocol, a specific kind of software designed to

transport files from one computer to another computer (your Web server) across the Internet. This does require some help, as you must know several things about the server such as its Internet Provider address (a string of digits), usernames, and passwords that allow access to the server. These are a bit of a hassle to learn, so ask the district Web master to do it for you.

- Once the FTPing is done, the file should be accessible on the Internet all over the world, but you are not quite finished yet. Go to the Web site, find the listing of resource pages in your induction and mentoring program section of the Web site, and then click on the link to your new Web page. If everything was done correctly, you will see your new Web page on your screen in a few seconds. If you get an error message, chances are there is a problem with the link to it and you will need to get the help of your district's technology professional to solve the problem.

All these steps may seem very complex, but with a little practice and repetition you will soon be a Web master, at least to the point needed to post resource pages for mentors and others in the induction and mentoring program. It is definitely worth the effort to learn these steps and skills. The beginning teacher you save may be your own.

There is one more very powerful connection to this concept that should not be overlooked. So far the idea of gaining multiple layers of value from the same activity has been focused on the adults in a school district. This is because supporting adult development and learning is the key to increasing student learning and growth. However, the question each program leader must ask next is, "How can I add one last layer of value to the activity that has just been described?" That is, how can you provide even greater benefits for students from this adult activity?

One idea that can help get you thinking in this way follows. If your school is typical, you are in the midst of a major investment in instructional technology and infrastructure. You are also making a major investment in time and other resources in the training of educators in the effective and integrated use of that technology as a curriculum support and as a tool for engaged learning. The point of the earlier examples for use of Web sites and Web-based resource pages in induction and mentoring was to remove the limitations people often place on learning because of their own conception of how they think people should learn. Similarly, we discussed that others across the world whom you may not even know have created resources and support from which you can benefit. We also discussed how such openness removes the obstacles of time, place, and the limitations of one person's ability to design learning to meet another person's needs.

Just as surely as all this is true for the professional development of adults, it is even more so for student learning! If educators want their students' learning to increase, they need to use the tools of technology to remove the

obstacles of time, place, their limited understanding of their students' needs, and their ability to deliver instruction that effectively addresses those individual needs. To promote this kind of learning, program leaders need to take two more steps after any technology activity they do with the adults in their induction and mentoring program:

1. Ask program participants what they have learned about the value of the Internet as a support for their own learning. Specifically, you ought to prompt those in the program to think out loud and in a group about how the induction and mentoring program section of the district Web site has met their individual needs and supported their individual learning. Try to elicit participants' ideas about why the Web-based resources and information were better than a district policy manual or a beginning teacher guidebook by themselves. (This does not mean people don't need information on paper. It means paper information is not enough.)
2. Once people have built a list of the reasons why Web-based support for their own learning was so helpful, ask them, "What does this teach us about the benefits of using Web-based resources and activities with our students?" When you ask that, watch for the light bulbs to go on as participants discover the truth of this simple idea.

AN INDUCTION PROGRAM WEB SITE

When you consider all the paper-based resources provided in induction and mentoring programs, it begins to make sense that these resources should also be available on the school district's Web site. Such a step might take some time but there are many benefits to making the effort, such as the following:

When you consider all the paper-based resources provided, it begins to make sense that these resources should also be available on the school district's Web site.

- The information can be easily found twenty-four hours a day, seven days a week, even on holidays.
- The information can be accessed anywhere in the world by anyone. For example, your district teacher recruiter can show the resources to a candidate on a college campus.
- People who have missed a meeting can get the handouts and notes from the Web site, omitting the need for the program leader to keep paper copies or make multiple copies to send to every individual who wants them.
- The information is always available when one needs it, not like a manual that can be left at home.
- The information can be continually updated and kept current by anyone who should have access to it. For example, the mentor program coordinator can upload the new mentor meeting agenda she just finished at home without having to wait until the next day.
- The information is especially useful in summer, when people are gone from home. Program leaders can tell participants to check the Web site for news about new hires, meetings, interviews, and selec-

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tion and assignments of mentors, thus making it the participants' responsibility to keep themselves informed, rather than the program leader's responsibility to contact them with the information.

Figures 4.7–4.9 offer items that might be included on an induction and mentoring program section of a district Web site. Each of these figures is geared toward a different page of the site. You can review these figures to decide which of the items would be most helpful to include for your program.

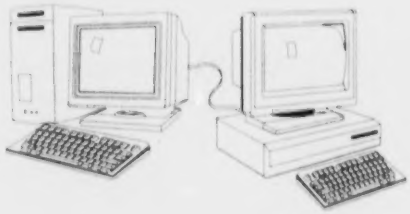
This chapter provides a considerable amount of information and resources related to the idea of telementoring. Additional resources for telementoring are provided in the Appendix.

Ideas for a District Beginning Teacher Recruitment Web Site

- Description of district, including demographics, etc.
- Information about each school, address, phone, principal in district
- List of the benefits of working in the district (including the support of a mentor and the induction program)
- Real quotes from teachers regarding their feelings about working in the district
- Teacher job vacancy list
- Information about becoming a district substitute teacher: what is required, what it pays, how to apply
- Information about requirements for becoming a district teacher: certification, experience, test scores, and other expectations
- Information about becoming a teacher's aide: what is required, what it pays, how to apply
- Personnel department contact information
- Information about the job application process: how it works, what to do
- Information about the hiring process: how it works, what to do
- Frequently asked questions (FAQs)
- Downloadable job application
- Links to the state Web site for the state certification requirements and state contact's e-mail

Figure 4.7

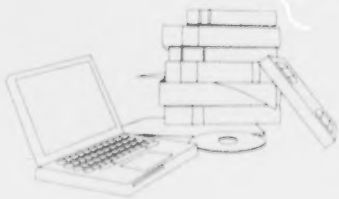
Ideas for District Information on an Induction Web site



- District description and information (link to the same page in the recruitment section)
- Map of the district with building locations
- Community map with major features, such as libraries, educational store, science center, town hall, and so forth
- Contact information and links (include addresses, phone numbers, e-mail, Web sites, and contact persons) for key community agencies and sites, such as:
  - Chamber of Commerce
  - Civic groups, such as the Lions Club, Rotary Club, election board, park board, etc.
  - Local professional organizations such as Professional Business Women, AAUW, etc.
  - Local cultural agencies, such as the local art league
  - Other educational institutions, such as the community college, adult learning center, etc.
  - Emergency services, such as the poison center, fire, police, animal control, etc.
- All information from orientation meetings that addresses key programs and people in the district and how to contact them
- The district curriculum guides for each course and grade level

Figure 4.8

Ideas for Induction Program Information on an Induction Web site



- Home page with table of contents for the major categories of information on the site
- Access to an alphabetical site index with all page titles
- Search engine for the site
- Induction program description and information
- Contact information for key program people, including addresses, phone numbers, and e-mail
- Beginning Teacher Handbook
- Mentor Teacher Handbook
- Monthly reminders for
  - Beginning teachers
  - Mentors
  - Principals with beginning teachers
- Frequently asked questions (FAQs)

Figure 4.9

continued on next page

- Helpful hints and advice for beginning teachers
- List of teaching resources the district provides
- Links to teaching resources on the Internet
- Links to ERIC Clearinghouses Web sites
- Links to the major professional organizations for teachers and administrators
- Calendar with program activity dates
- Current program newsletter and an archive of past newsletter articles
- Wisdom collected from program participants in support groups
- Quotes from people about the induction and mentoring program (positive marketing):
  - Mentors
  - Beginning teachers
  - Principals
  - Central office administrators
  - Students
- Program forms for:
  - Registration for program events
  - Mentor's time log
  - Professional development goals and action plan form
  - Professional development portfolio format and response form
  - Program evaluation
- Mentor Web pages (descriptive of each mentor's work and interests)
- Mentor of the Month
- The Beginning Teacher of the Month
- Gallery of pictures from induction program events
- Mentor chat room (an e-mail discussion list with others in the district)
- New teacher chat room (an e-mail discussion list with others in the district)
- Principal mentoring chat room, an e-mail discussion list with others in the district
- Mentor leadership chat room, an e-mail discussion list with leaders from other districts
- Information on the induction program for nonparticipants, including:
  - Dates for the next informational meeting to recruit new mentors
  - Information for parents
  - Information for community members

Figure 4.9, continued

CHAPTER 5

Relating Induction and Mentoring to Other Teacher Development Initiatives

Whether a teacher induction and mentoring program is used for other initiatives or not, it has the potential of reinforcing a number of reforms that are hot topics in education today. Investigating the connections between induction, mentoring, and many of these other current initiatives shows how broad a topic induction and mentoring really is and how rich its potential is. In fact, induction and mentoring of new teachers can clearly be integrated into any of the many teacher quality, teacher professionalization, or school improvement and reform programs in which leaders may be involved.

Effective induction and mentoring program leaders explore these relationships and act carefully to ensure that induction and mentoring processes are at least complementary to, if not openly supportive of, the other reforms in which their district is invested. To miss this opportunity is much like having a high-powered car idling away in a closed garage: the wasted potential is sad, and the improper use of the resource can be fatal. This chapter investigates the connections between induction, mentoring, and other current initiatives, and how program leaders can best capture the benefits of such connections.

THE IMPACT OF INDUCTION AND MENTORING ON LEARNING TO TEACH

The research on learning how to teach makes it very clear that a trial and error approach is the least effective way to learn. This research shows that such an approach almost certainly results in beginning teachers' adopting

coping mechanisms and teaching styles that are controlling, teacher-survival focused, and less desired than the student-centered, constructivist practices most educators and administrators want to see in classrooms today (Hawk 1984, Hidalgo 1986, Huling-Austin, et al. 1985, Huling-Austin and Murphy 1987, Lortie 1975, McArthur 1978, McDonald 1980, Odell 1986, and Sandefur 1982).

These and many other studies (Blackburn 1977, California Department of Education 1992, Elsner 1984, and Summers 1987) are classics in induction and mentoring literature. The last references specifically show clear evidence of the positive impact of induction and mentoring on the improvement of teacher performance. The variety of measures found across these studies shows significant differences between beginning teachers with and without mentoring support in areas such as classroom management, cognitive development, effective teaching behaviors, reflection on practice, focus on student needs instead of just teacher needs, and other aspects of quality practice. Although the negative impact of the trial and error approach for learning to teach and the positive value of induction and mentoring on that same process has been well established for a considerable time, this knowledge is still not being applied to teacher development practice to the extent it should be.

In the traditional approach to the teaching career, the only expectation placed on the teacher by the profession is attainment of the teaching certificate.

CHANGING THE TRADITIONAL TEACHING CAREER

An examination of the typical career of a teacher leads one to the conclusion that teaching is a rather flat career with no phases that might signify increased levels of experience or professional growth other than degrees earned and salary level. In the traditional career, once a teacher has received his or her teaching certificate and started to teach, the only other milestone is typically a personal sense that one has figured out for oneself what one must do to make teaching work. By *work* I mean those behaviors teachers must manifest to maintain reasonable control of their students, make an orderly process of teaching occur, and reach a majority of their students.

In the traditional approach to the teaching career, the only expectation placed on the teacher by the profession is attainment of the teaching certificate. Once that has occurred, the teacher usually is able to be a teacher for life, as long as he or she pays the four dollars (or whatever the occasional certificate renewal fee is). This model of the teaching career suggests an underlying set of conceptions that make very little sense in the world of education as it is today. These outmoded conceptions include:

- Teaching can be learned primarily by sitting in education classes.
- Learning how to apply the research and theory learned in education classes in the classroom requires only a short three months of practice teaching.

- The research and theory learned in education classes does not change after one enters the career of teaching, or at least, once it is learned, one does not need to learn any more.
- Being a competent teacher is sufficient for the needs of schools and students.
- The process of becoming a competent teacher is very individual and occurs without support, guidance, or even any universal professional expectations.
- Discovering one's personal teaching style is the ultimate goal of the process of learning to be a competent teacher.
- Once one has found his or her teaching style the search for additional competence can stop.
- The entire career from that point on is unmarked by any transitions, phases of growth, expectations, or even recognition.
- The teaching profession's role in maintaining quality within its own ranks is limited to the point of initial entrance only.

In this model of teacher development, there is usually a paper-and-pencil test of teaching knowledge at the very beginning of the career, a brief period of practice, and a decision by two educators as to whether the candidate is good enough to become a teacher. Those two people are the teacher education supervisor and school district cooperating teacher. While some people in these roles truly are effective mentors, that is a very individual, rather than systematic, experience. Generally, beginning teachers find only a minimum of support and development during their student teaching experience. Sadly, though teaching is dramatically changing, student teaching often continues to be what it has been for many years. The label supervisor suggests a role focused primarily on monitoring, and the label cooperating essentially implies a willingness to allow a practice teacher to borrow the experienced teacher's classroom and students for a short period of time. Neither of these roles seems adequate any longer to the task of ensuring the success of the beginning teacher. In that old model the final decision about a person's readiness to become a teacher often seems motivated by a desire to keep the bad ones out. The role for experienced educators in this approach is essentially a gatekeeping or quality control function at best.

Every profession inherently must perform such gatekeeping functions, but that is an insufficient way to define a profession, for it assumes nothing more need occur once a person has passed through the gate and is in the profession. In many traditional educational systems there are little or no expectations for professional growth or improvement, for any but the most minimal level of teaching quality, or for work as a teacher beyond what one does behind closed doors with one's students every day. The minimalist conception of a teacher's career is further affirmed by the current traditional approach to teacher evaluation that seems designed

to assure, about every two years or so, that a teacher is still competent. From this perspective, it is no wonder noneducators view teaching as overall an insignificant career. No wonder the general public historically has not perceived teaching as a profession worthy of much recognition or a professional level of support.

National Initiatives That Are Shaping Teacher Development Programs

During the last decade, at least three significant individual reform initiatives were put into place, and each was designed to affect some portion of the typical teaching career. These separate initiatives were a response to the conceptions regarding the traditional teaching career mentioned on previous pages—specifically regarding concerns about the lack of clear expectations for the quality of teaching and a lack of support for improving teaching and the results it attains for students. These initiatives were parallel to the establishment of student academic learning standards. In effect, the initiatives were an attempt to establish some sense of standards for preparation for teaching and for the teaching career itself. Please keep in mind that the documents I have used as references were issued during an ongoing process that started before these documents were written and continues to this day.

1. In 1991, the Interstate New Teacher Assessment and Support Consortium (INTASC) issued a paper titled *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue.* This group is a task force of the Council of Chief State School Officers, which is made up of the state superintendents of instruction and state commissioners for education from each of the states in the United States. The INTASC group chose its name to make its mission and intentions very clear from the beginning. The focus was to create a model for beginning teacher assessment and support that would guide conversations and decisions about these issues within every state of the nation.

In fact, the group's intentions have nearly been realized, because many states have used the INTASC standards to shape their state policies and professional standards for beginning teachers. As of August 1998, when I completed a *Survey of State-Mandated Mentoring and New Teacher Support Programs in the 50 United States* (Sweeny 1998), almost one-half of the states either had or were considering use of the INTASC standards in their state teaching standards systems to ensure their systems were appropriate for beginning as well as experienced teachers.

2. In 1995, the National Council for Accreditation of Teacher Education (NCATE) published a report called the *Professional Teacher Project,* which among other things described NCATE's efforts to make the university-level preparation of teachers a more standards-based process. This group is especially interested in the methods used to evaluate the quality of

teacher education preparation programs across the United States and the standards against which these programs are to be compared. According to my observation, most educators probably welcome this effort, because there is a universally perceived need to improve the quality of teacher preparation programs.

The NCATE effort has produced considerable conversation, for it is not an easy or simple process to implement universally, and because existing competitive accreditation programs are already in place. However, the NCATE model for evaluation of teacher preparation is becoming the predominant approach in the United States.

The National Board of Professional Teaching Standards has created a rich and comprehensive system for the highest level of certification of experienced teachers. The NBPTS vision is rapidly becoming a reality.

3. During the mid-1990s, a third national movement that had been underway for some time began to make an impact. This movement was the National Board of Professional Teaching Standards (NBPTS). The NBPTS has created a rich and comprehensive system for the highest level of certification of experienced teachers. Their vision is for a whole new national system of recognition for the most exceptional teachers across the country. The NBPTS process is a very comprehensive, expensive, and time-consuming professional development and assessment system. Nevertheless, many exceptional teachers have sought it out for its stimulating effect on their classroom practice, as well as for the recognition that passing the NBPTS assessment provides.

The NBPTS vision is rapidly becoming a reality. Even state departments of education and school districts are finding the money to help fund teacher participation in the NBPTS process, because they see the benefit of having National Board Certified teachers on their staff.

Each year, as the support and funding for this process has grown, so has the number of interested teachers and the number of those certified by the National Board. This system allows the career of the experienced professional teacher to be defined with some unique recognition, and it sets levels of achievement that are significant and challenging. As a result, excellence in teaching is affirmed and valued with much more than another year of service and another bump on the salary schedule. Salary increases are nice, but the recognition of one's peers and the affirmation of one's excellence as a teacher are very significant motivations that have been a long time coming.

For the last twenty years, the issue of staff development has dominated educators' professional conversation. Clearly, staff development seemed a necessary prerequisite to student learning, but educators still had to clarify what kinds of staff development were valuable for producing the desired changes in teacher and student behaviors. During that period a true consensus was achieved about what constitutes effective professional development (Fullan 1982; Senge 1990), and educators were able to develop a considerable, although still inadequate, research base about the connection between professional development and student achievement (Joyce and Showers 1988). Effective induction and mentoring program leaders

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need to know this research and use it to guide all the activities in their programs.

The work to build this research base is still gaining momentum. Projects in this vein, such as the current work by Joellyn Killion of the National Staff Development Council (NSDC), are very exciting because they hold a promise. The promise is that evidence can be found to support better staff development programming, and that better staff development will positively affect student learning. NSDC has captured foundation funding and expert staff developer time to assess the knowledge base about the connection between staff development and student development and to share conclusions with the educational community regarding that analysis. As this book was being written, the findings of the NSDC work were beginning to emerge.

The habits formed during the induction years become the teacher's disposition toward professional practice throughout his or her career.

How Induction and Mentoring Affects Teacher Development

How do induction and mentoring play into all of this? Induction and mentoring are the first phases a beginning teacher goes through in the career-long process of becoming an excellent teacher. Whether a beginner learns to teach within or without an induction and mentoring program, it is known that the habits formed during the induction years become the teacher's disposition toward professional practice throughout his or her career. The emerging knowledge base about effective staff development and its impact on student learning must be well integrated into the induction, mentoring, and ongoing training of teachers in every school district and at all levels of education. Every induction and mentoring program leader should take his or her first steps in contributing to this transformation by joining NSDC, monitoring the project's progress and findings, and then applying the project's conclusions in their own work with new teachers and mentors. To access NSDC, go to their Web site: www.nsdc.org.

What is even more significant is that the separate initiatives conducted by INTASC, NCATE, NBPTS, and NSDC have essentially become integrated into a single, coherent system in many of the teaching reforms that are underway. The examples I have chosen of this integration come from two sources, one national in scope, the other at the state level. The national example is a report published in 1996 by the National Commission on Teaching and America's Future. The report was a discussion titled *What Matters Most: Teaching for America's Future*, and its impact has been widespread. The state-level illustration example is a report published by the Illinois State Board of Education (1996) titled *The Illinois Framework for Restructuring the Recruitment, Preparation, Licensure, and Continuing Professional Development of Teachers.* Each of these two initiatives incorporates the NCATE standards for teacher preparation, INTASC standards for the induction years, ongoing professional development and assessment for

teachers at every phase of the teacher development continuum, and the recognition of the advanced NBPTS certification for excellent experienced teachers.

An Integrated Approach to Teacher Development

What has emerged from this kind of more integrated conversation is a concept of the development of teachers as a seamless, career-long continuum of professional growth. A large number of state systems have already adopted this approach and many more are poised to do so soon. Figure 5.1 offers an example of the models various states and professional organizations typically use to articulate this integrated sequence of teacher development. Notice that initial teacher preparation program accountability, beginning teacher induction and mentoring support, ongoing professional development, teaching standards, levels of assessment of teaching knowledge and skill, levels of professional certification, and certification renewal criteria are all accounted for in this model.

A Teacher Development and Certification Continuum

This illustrates a typical state system of teacher development, assessment, and certification.

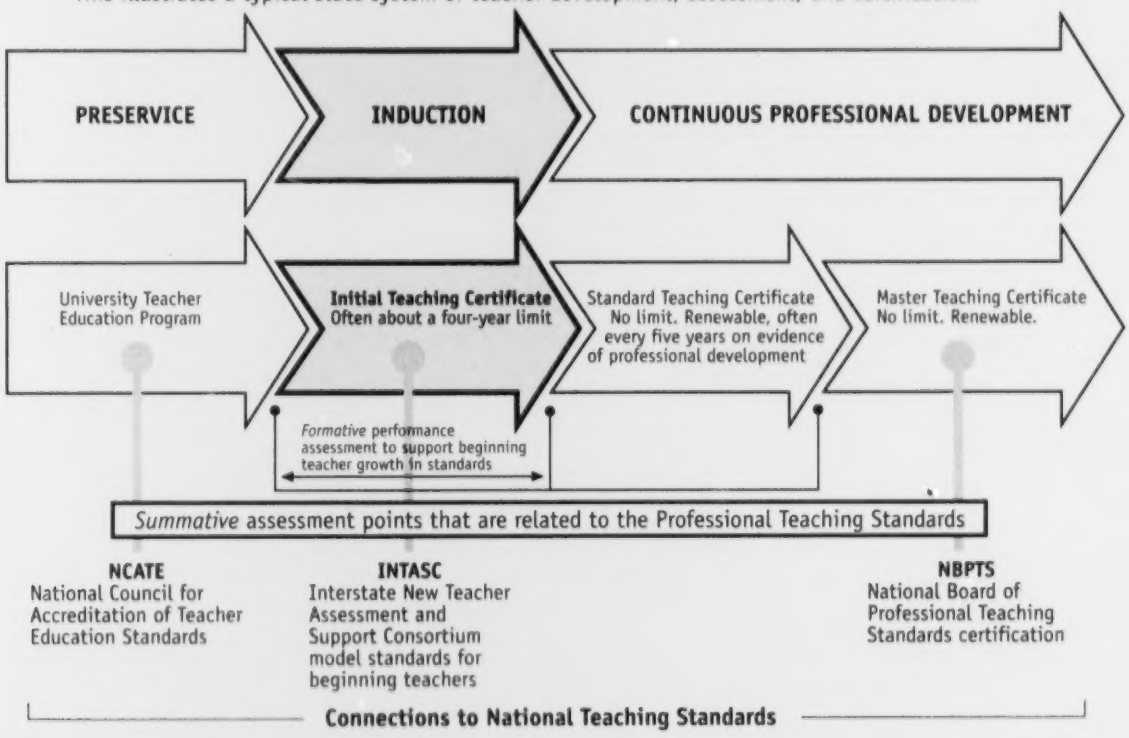
PRESERVICE
INDUCTION
CONTINUOUS PROFESSIONAL DEVELOPMENT
University Teacher Education Program
Initial Teaching Certificate
Often about a four-year limit
Standard Teaching Certificate
No limit. Renewable, often every five years on evidence of professional development
Master Teaching Certificate
No limit. Renewable.
Formative performance assessment to support beginning teacher growth in standards
Summative assessment points that are related to the Professional Teaching Standards
NCATE
National Council for Accreditation of Teacher Education Standards
INTASC
Interstate New Teacher Assessment and Support Consortium model standards for beginning teachers
NBPTS
National Board of Professional Teaching Standards certification
Connections to National Teaching Standards

Figure 5.1

That this integrated approach to teacher development is becoming the vocabulary for national and state-level teaching reform measures is very good, but there are some considerations to take into account. Clear standards for excellence in teaching and a coordinated sequence of support for and documentation of teacher development are all positive developments. Every educational leader should become familiar with and supportive of these initiatives. However, this comprehensive system is very time intensive and resource hungry, as is every quality approach to improvement of education. Excellence in education is neither simple, nor is it easy or cheap. That is because teaching is labor intensive and time intensive and very complex; it only makes sense that improving teaching should also be that way. My cautions are that every teaching reform that undertakes such a coordinated and comprehensive approach takes a number of years to implement and needs the input and guidance of educational leaders, or it risks promulgating an incomplete version that will not have the desired effects a completed system would have.

Because teaching is labor intensive and time intensive and very complex, it only makes sense that improving teaching should also be that way.

Due to this, program leaders should not hesitate to become involved in shaping the reforms in their state and local district. That the approach is both exciting and complex is the very reason educators need to be cautious of it and involved in it. The implementation of some of the components of this approach without taking into consideration all aspects could result in disaster. One example of such a mistake is the establishment of high teaching standards without the concurrent establishment of a budget and system for professional development capable of supporting teacher learning to meet the teaching standards. Subtract teacher professional development support from a teacher standards initiative and all that results is frustration and defiance. Implement a comprehensive system that addresses all the needs, and over time positive change results.

The current situation in my home state of Illinois provides an example of why it is imperative to put a comprehensive system in place. Beginning in November 1998 and continuing throughout 2000, the Illinois General Assembly passed several teaching reform measures, including a law establishing the three-tiered certification system. The new system contains NBPTS certification links to the top-level certificate, reform of teacher preparation program accountability to a more standards-based system, and a four-year window called the Initial Teaching Certificate. This window includes the stipulation that within the first four years of their careers, all teachers must meet the requirements of a yet-to-be-established performance assessment system or they will not receive the standard teaching certificate and cannot teach in Illinois. Similar systems are being established in many other states as well.

As sweeping as these proposed changes are, the system remains incomplete at this point. The Illinois State Board of Education has recognized the flaws in this system of higher standards without quality performance-based assessments or substantial professional development support for

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attaining the standards. In today's educational environment, in which an increasing number of teachers are retiring and decreasing numbers are entering the teaching profession, no state can afford to lose any number of initially certified teachers. Therefore, the assessment and support systems provided must be both fair and substantial.

For that reason, among others, the ISBE has recommended legislative adoption and funding of a state-mandated and supported system of beginning teacher induction and mentoring. However, it remains to be seen if the recommendations induction and mentoring program leaders have written and the research showing the impact of such programs on beginning teacher performance will sway the state legislature to take appropriate action when setting up these systems. Therefore, educational leaders and organizations across the state of Illinois are mobilizing to influence the outcome of this process. They know providing initially certified teachers with support and guidance will be crucial to making high standards a workable reality.

A similar process may be going on in your state as well, and intervention may be needed to encourage the establishment of proper support programs for beginning teachers. My advice to you is to remain well informed about what is needed in induction and mentoring and to keep abreast of what is happening in your state so that you can become involved in this critical and complex process of decision making. You can locate your own state Board of Education Web site by going to www.ccsso.org and clicking on your state on the map. Then look for the office that handles teacher certification and professional development. Your investment of time can influence decisions made by your state that may eventually directly affect your program.

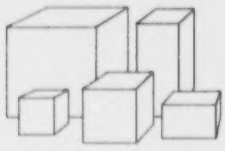
TEACHER EVALUATION AND TEACHER ASSESSMENT

We now need to turn our attention to the relationships among induction and mentoring and the components of each of the comprehensive reforms discussed previously. Clarifying the best practices relative to those relationships can help you, the induction and mentoring program leader, effectively shape policy in your state and district. It can also help you make effective decisions regarding the refinement and implementation of your own induction and mentoring program relative to the other improvement initiatives in your district. Mentoring, induction, teacher assessment and evaluation, and certification should all make sense as a coherent and complementary whole in practice, not just in theory. If you can achieve this, then the impact of your induction and mentoring program will be multiplied by these other initiatives, rather than impaired and blunted by conflict or competition with them for scarce time and resources.

To be sure we are on the same page, I want to distinguish between assessment and evaluation, at least in the sense that these two terms are used in this book.

Assessment is the complex process of collecting and using data to make decisions. Assessment usually includes a sequence of steps, which are summarized in Figure 5.2.

Sequence of Steps in Assessment



1. Collect data about an issue or question.
2. Analyze that data for meaningful patterns.
3. Determine the extent of the gap between what is desired and what was actually achieved.
4. Form a conclusion about whether the gap is a concern or not.
5. Make a decision about what needs to be done to improve the pattern in the data.

Figure 5.2

Evaluation literally means an assignment of value. Evaluation occurs, for example, in the second and fourth steps in the assessment process described above. Step two qualifies as evaluation because assigning meaning to a pattern in the data requires a value judgment. Step four qualifies as evaluation because reaching a conclusion about whether a gap is a problem or not is also a value judgment. From this perspective, then, evaluation is a component of an assessment process.

The process of assessment and evaluation in an induction and mentoring context can be conducted by an individual about him- or herself, as in a reflective, self-assessment process; by a peer, as in a peer coaching process; or by a mentor, in which case the differences in experience make for more of an expert-novice relationship. In fact, I recommend that mentors guide their protégés through frequent cycles of self-assessment and goal setting. I also suggest that mentors be carefully trained in cognitive coaching strategies that help them skillfully avoid becoming evaluators themselves while teaching their protégés to become better self-assessors. To avoid misunderstanding, I strongly assert that mentors must facilitate the protégé's self-evaluation, but must not actually do any evaluating of the protégé themselves.

While the steps in the process may be the same, in actual application *who* does these evaluation steps greatly affects the results that can be attained in the process. Basically, people are most open to change when the conclusions drawn about the need to change (an evaluation) are ones they have reached themselves. They may be somewhat open to change if a peer

has presented the data and helped them reach the conclusions (also an evaluation). People are more likely to become defensive and not be open to change if someone else has done the evaluation, reached the conclusions, and has simply informed the person he or she needs to change. Figure 5.3 illustrates the differences in these roles as they relate to the steps in the assessment process.

Comparison of Mentor Coaching, Peer Coaching, and Evaluation

The Evaluation Steps of the Process			Mentor Coaching		Peer Coaching		Traditional Evaluation	
The Assessment Process			Teacher	Observer	Teacher	Observer	Teacher	Observer
	X	1. Collect data.		X		X		X
X	X	2. Analyze that data for meaningful patterns.	X		X			X
X	X	3. Determine the extent of a gap between what is desired and what was actually achieved.	X		X			X
X	X	4. Form a conclusion about whether the gap is a concern or not.	X		X			X
X	X	5. Make a decision about what needs to be done to improve the pattern in the data.	X		X			X

Figure 5.3

Figure 5.3 shows the role of the mentor or peer coach in the evaluation process is quite different from that of the traditional evaluator (typically, a supervisor). The role of the mentor or peer coach in evaluation is not to deliver an assessment of the protégé's skills, but rather to observe the protégé at work and then reflect back to the protégé what was observed. This observation should be focused on a particular skill, and the mentor or peer coach should present his or her observation in a descriptive, nonjudgmental manner. Then, the mentor or peer coach works with the protégé to help him or her analyze the data and form his or her own decision about what can be done to improve the skill, if such improvement is needed. Mentors or peer coaches can foster such analysis by using the techniques of trust building and open-ended reflective questions described in chapter 2.

How Teacher Evaluation Can Encourage Teacher Growth

Let us apply the previous definition of assessment to the process of teacher evaluation. Literally speaking, teacher evaluation could be a simple judgment on the part of the evaluator as to whether the teacher is competent and deserves to be rehired for next year. In this sense it includes evaluation, because it is a value judgment. In actual practice, that evaluation is usually formed by some form of assessment, that is, data collection and analysis, even if it has been informal and inadequate.

Professional administrative best practices insist that teacher evaluation decisions must be based on a careful assessment process of data collection and analysis that is as objective, defendable, and public as possible. The potential of legal problems resulting from poor evaluation practice has led, in most cases, to a clear definition of this process in both state law and the district's negotiated teacher contract. Administrators who evaluate teachers know they must rigidly adhere to the requirements of due process, or they place their own work and decisions about teacher hiring and dismissal at serious risk.

In the past, supervisors who evaluated teachers might have observed a teacher for purposes of evaluation and then presented the teacher with that data and their recommendations for improvement. In recent years, however, administrators have become very aware of their emerging role as staff developers and the potential they have to support a teacher's instructional improvement.

Most administrators are learning that just presenting the teacher with the data they have collected is an inadequate use of the assessment process and data. Best practices suggest a need to present the observational data to the teacher and prompt the teacher to analyze the meaning of the data, form conclusions about what is or is not effective teaching, and make decisions on steps needed to make improvements. The teacher evaluation process has been redefined as a wider assessment process, and there has been a shift in thinking about who should do the data analysis and reach the conclusions. Clearly, the person who does the analysis and evaluation is the one who learns the most. Good administrators want teachers to be the learners.

This shift has helped move teacher evaluation and the coaching process to a point of greater overlap. When this happens, the only real distinction between coaching and evaluation is the role of the person doing the data collection. If it is a supervisor who is the coach, the power of that person to recommend hiring and dismissal severely limits the potential of concerns and problems being shared openly by the teacher. If it is a teacher who is the coach, a very carefully structured coaching process is often used to ensure that there are no judgments made by the observer. When this process is done between teachers instead of with a supervisor, the coaching

process steps may be the same, but the openness to sharing and taking risks is vastly different, as is the potential for real learning. Coaching and mentoring, therefore, have a greater potential of promoting teacher development than does teacher evaluation.

How Mentors Can Use the Assessment Process

Just like peer coaches, mentors also assist their partners in the assessment process by collecting data based on classroom observation of the protégé's teaching. In addition, both mentors and peer coaches are concerned about promoting professional growth, not about deciding competence for purposes of employment. That is why it is so crucial that mentors or peers not make the evaluation decisions.

Both mentors and peer coaches must be skilled in descriptively and objectively presenting the data they have collected and in asking the kinds of questions that will prompt the protégé to do the evaluation. This cycle is described in Figure 5.2. If mentors know how to do guide their protégé through the process, there is great potential for the protégé's professional development. Helping protégés achieve that potential depends on a different set of mentoring strategies related to listening and communication skills, questioning strategies, goal setting, and action planning. Induction and mentoring program leaders should facilitate mentors' development of these skills in at least four ways. The first is to provide in-depth training and practice in cognitive coaching. The second is to provide coaching to mentors to help them implement and master coaching skills themselves. The third is to act as a mentor of mentors and model the same coaching process and skills in your own work with mentors. The fourth is to ensure principals receive the coaching training, too, and that they use it in their teacher evaluation process.

Coaching and mentoring have a greater potential of promoting teacher development than does teacher evaluation.

To summarize, in their most basic form, the skills and process of assessment and evaluation are the same for mentors, peer coaches, and administrators. All parties need to know the steps in the assessment process, and they all need to know who does the evaluation steps—the support provider or the teacher being supported. The only real differences between peer coaching and mentor coaching rest in the nature of their relationship, because mentoring brings up other issues of support, teaching, and guiding that are not present in a peer coaching relationship.

INDUCTION AND MENTORING: THE FIRST PHASE OF CONTINUOUS PROFESSIONAL DEVELOPMENT

Some individuals may assume continuous professional growth to mean that teachers attend workshops for the rest of their professional careers. That is, of course, the most minimal understanding of what most people

seek in continuous professional development. While a life full of workshops may sound significant, the lack of time for staff development during the school day and school year and the problems of released time for teachers mean this approach will never be adequate. What is needed is called *embedded staff development*, a term that implies professional development can occur while one is at work.

When most educators talk about embedded professional development, what they are usually seeking is better described as teachers becoming reflective practitioners whose processes of self-assessment and self-evaluation are supported by a mentor or by peer collection of objective, nonevaluative data. The term embedded staff development is probably not something that creates an image in one's mind. However, I am quite sure that when I say, reflective practitioner, most people are able to develop a clear mental picture. That is why I have relied on the language of the reflective process throughout this book to describe what mentoring involves and have, until this point, left the language of evaluation to the evaluators. Having reached this point in our learning, however, it does make sense to clarify the distinction. I say this explicitly now because I think this discussion implies steps you should take as an induction and mentoring program leader:

1. Use language that can generate clear mental images in teachers' minds of the roles and responsibilities you intend for them as mentors.
2. Provide mentors with a set of images that can serve as a model for their own mentoring. Teachers' only point of reference for observation and data analysis is the traditional teacher evaluation process. That is why, when mentors are shown a written series of steps for coaching and told this is what they are to do as mentors, they will struggle to understand how to follow this process without becoming evaluators. Mentors need a new set of images they can model their mentoring after. As a mentoring leader, you must use videos, demonstrations, role-playing, and your own modeling to create a set of new images and experiences that demonstrate the role of a reflective practitioner. If mentors personally experience it, they can visualize themselves doing it with their protégés.
3. Draw very clear symbolic and language boundaries between self-evaluation and administrator evaluation to clearly define which processes are the ones in which mentors do and do not become involved. Use terms to describe these boundaries, such as data curtain (Romer 1999), and use visuals, such as Figure 5.3, to clarify the critical distinctions between coaching and evaluation.

Training and experience for novice teachers in the skills of self-evaluation based on data can have the potential to promote career-long continuous professional development.

The discussion of the differences between assessment, observation, and evaluation, and the distinctions between the roles of the mentor and the evaluator is absolutely crucial. These distinctions point out how training and

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experience for novice teachers in the skills of self-evaluation based on data can have the potential to promote career-long continuous professional development. In fact, learning these skills will help mentors improve their own teaching. This development certainly is not an automatic result. It is much more likely if the teacher knows how to engage in self-evaluation.

Mentor and protégé discussions, trainings, and practice of these skills can clarify these concepts enough to build the capacity of a beginning teacher to be a reflective practitioner. But these skills take time to learn and develop. I have found frequent and extended practice and coaching in the use of these skills for over at least two years is needed for the protégé to internalize them and become disposed to career-long reflective practice. However, two points must be clarified here. Some beginning teachers require three years to acquire that disposition. Also, there is some indication that sustained peer interaction is necessary to sustain long-term teacher reflection. That is, the goal is *not* to get teachers to reflect and grow by themselves. It is to create a career-long peer support system that begins with mentoring and continues as peer coaching.

Furthermore, this two- to three-year time frame assumes that mentors are effective teachers and models of reflective practice. If the mentor has not had previous experience as a mentor and has not had the opportunity to see modeling by a mentor of mentors (that is you, program leader) then the two years it takes the mentor to *learn* how to be a reflective practitioner are two years in which the protégé does *not* have an effective model for these skills. This is the kind of situation in which it may take a protégé at least three years of mentoring to internalize the skills necessary for reflective practice.

For this reason, I strongly advocate the use of the mentor of mentors role for induction and mentoring program leaders in a two-year program. Specifically, new mentors at least should be mentored by the program leader during their first two years of mentoring. This is also why I strongly advocate for mentoring and induction programs to be at least three years long. This time is needed in order for the mentors themselves to build the reflective practice they need to teach to their protégés. My experience has shown me that only second- or third-time mentors, or the very rare first-time mentor, can effectively help beginners become career-long reflective teachers. Ideally, it would be best to give mentors a yearlong training in these skills before they begin to actually mentor a beginning teacher. However, this is not very practical. Mentors cannot just study mentoring to learn how to do it. Like every other complex professional practice, mentoring must be learned by being done under the guidance of an expert model and coach. Program leaders who want teachers to be continual learners need to implement this advice in their programs.

PROFESSIONAL DEVELOPMENT GOALS, PLANS, AND PORTFOLIOS

There are several reasons why some induction and mentoring programs ask mentoring pairs to develop professional development goals and action plans. The most common reason is that state-mandated beginning teacher programs require the use of professional development planning. Usually the requirement exists because the state program is based on a set of teaching standards. In that case the expectation is almost always that teachers will be assessed or will assess themselves against those standards. Also, there is often an assumption that teachers will need a structure to guide their planning to address the gap between their current practices and those defined by the standards. This kind of analysis is always good, so even when no state requirements for professional development goals exist, some induction and mentoring programs locally require their staff to do this kind of planning.

Some induction and mentoring program leaders like to use a professional development plan to provide a structure for mentoring rather than just relying on the mentor/protégé team to plan their own joint efforts without a structure or expectations. In this case, usually program leaders require the development of the plan after some initial period of time—most often several weeks after the start of school. Their intent is that the formulation of the professional development plan be based on an analysis of actual teaching experience so that each individual plan is derived from the personally felt need of each developing teacher. Such a plan reflects a teacher's commitment and intentions for learning in the targeted areas. Finally, the plan often must define an agreement between the protégé and the mentor for the steps each will take to achieve or support the desired learning.

Successful professional development planning emphasizes long-term goals that require a semester or more to accomplish.

Successful professional development planning emphasizes long-term goals that require a semester or more to accomplish. This is important because beginning teachers often focus on short-term problems and solutions and need to gradually become aware of issues that are less day-to-day and more professionally oriented. Since all of the protégé's future needs, questions, and learning cannot be anticipated and planned for in advance, a successful professional development plan should be a guide for the mentoring pair's work together, but it should not be so rigidly followed as to limit creativity or use of lessons learned in-process. Figure 5.4 lists the typical contents of a professional development plan.

I have studied induction and mentoring programs that require a professional development plan, and I have found that the more clearly stated the program's expectations for results are, the more likely it is to require the mentoring pair to demonstrate results or at least structure their work so it is most likely to meet those expectations. Other programs are less focused on results and use professional development plans to get teachers to think

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Contents of a Professional Development Plan

The professional development plan should include the following:

1. A desired result or long-term goal.
2. A logical sequence of questions that should be answered as the teacher is progressing toward the goal.
3. Criteria that can be used to measure the progress of the teacher's development. The criteria should focus on what is learned and not just on accomplishing a step or completing an activity in the plan.
4. The initial steps to be taken and the intermediate objectives to be accomplished.
5. The role or responsibilities of each of the members of the mentor/protégé pair or mentor team.
6. The date or period of time during which each question or step will be taken. A calendar should be used to maintain and help measure progress, but should not be used to push the developmental process faster than the actual development of the teacher indicates to be useful.
7. The resources that are required to accomplish the plan and where they can be obtained.

Figure 5.4

more intentionally about their growth. As a result, the type of professional development plan required in any program varies considerably and usually correlates with the program goals and approach. For example, programs that focus primarily on developing and assessing the competence of the protégé usually provide a detailed structure to guide teachers to create a professional development plan that relates to the standards. Some other methods are far less structured: a district might simply require a professional development plan that details how each teacher (beginning and experienced) will implement the school improvement goals in his or her teaching and what he or she will need to learn to accomplish this. I recommend that beginning teachers who are developing such a plan use a standards-based approach and the help of a mentor.

Building a Professional Development Plan

The creation of a professional development plan usually includes the following steps:

1. The protégé reviews the teaching standards or district model of effective teaching and reflects on his or her own current professional practices. The protégé selects an area of growth that serves as the focus for observation by the mentor and forms a question the collected data can help answer.
2. The mentor observes the beginning teacher and records the observational data on the checklist of effective teaching behaviors or a rubric that is related to the identified standard, which is the target for growth.

3. The mentor and beginning teacher conduct a conference at which the protégé first describes his or her perception of the lesson relative to the standard. Then the mentor presents and guides the review of the observational data for the patterns it reveals.
4. The mentor asks the protégé reflective questions to prompt comparison of the observational data with the protégé's self-assessment of the lesson. Questions are also asked to prompt the protégé to set a professional growth goal that includes the protégé's desired performance on the state standard that was the targeted skill.
5. The mentor guides the protégé in the development of a written professional development plan detailing the steps each of them will take individually and together to address the identified goals and improve the protégé's skills.
6. The mentor and protégé decide how they will evaluate the success of their respective activities and what criteria will be used to assess if the protégé's skills have improved and if the plan is a success.

Frequently the requirement of a professional development plan is linked to an expectation for a professional development portfolio that provides evidence related to accomplishing the plan's goals.

Frequently the requirement of a professional development plan is linked to an expectation for a professional development portfolio that provides evidence related to accomplishing the plan's goals. The portfolio may include a log or journal of the protégé's mentoring activities to document accomplishment of the steps in the plan.

The Professional Development Portfolio

A professional development portfolio is a collection of plans, documentation, and artifacts that illustrate that the purpose of the portfolio has been accomplished. The purpose of the portfolio is usually related to one or more of the goals of the induction and mentoring program. Whether the mentor, protégé, or both develop a portfolio, who reviews and evaluates the portfolio also depends on program goals. The required contents of the portfolio will also vary for each mentoring program, as this will reflect the way the mentoring pairs are expected to carry out the program goals.

The use of professional development portfolios has been increasing in recent years, in part as a response to increasing accountability efforts and in part as a response to an increasing appreciation for the complexities of teaching and a parallel need to demonstrate mastery of those complexities.

For example, imagine a program in a state in which both new and experienced teachers must set goals for improvement toward a set of teaching standards. Both mentor and protégé would probably have an individual professional development plan and their own portfolio to document growth as defined in their plans. The plans and portfolios would have to relate to the state teaching standards and would probably be reviewed by a district administrator or a professional growth committee. If accountability and assessment were the key focus, then someone outside the situation

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would have to check that the requirement was appropriately met. If, however, the purpose of the professional development plan and portfolio was to prompt professional development toward state standards, they might have the very same format and contents, but might not be checked by any external group or person.

When program leaders decide a professional development portfolio is needed, they will usually require it of all beginning teachers and expect it to be maintained across several years until tenure (local) or standard certification (state) is earned. Gradually, in more and more programs, the requirement for experienced teachers to document their professional growth is leading to portfolios for all teachers. Usually the requirement is explained during teacher orientation, but the mentor is expected to teach and guide the protégé through the process.

A school district might require the developing teacher to keep a professional development portfolio for several reasons. Generally, these reasons fall into one of two categories: those that focus on assessment of competency and those that emphasize professional development. The focus often determines the type of portfolio developed, which usually is under either the category of assessment portfolio or developmental portfolio.

Assessment Portfolio

Programs frequently require an assessment type of portfolio when they perceive a need for evidence of the protégé's professional growth. Such evidence can be focused on improvement or on involvement in improvement activities, and may not be especially specific as to any desired results from these activities.

The need to provide evidence that professional growth has resulted in attainment of a specific, predetermined level of performance is another reason for use of an assessment-type portfolio. This is particularly true if the program must document the teacher's ability to demonstrate performance of a set of required skills such as those defined by a district model of effective teaching, as might be used for evaluation of all the district's teachers, as defined by a set of teaching standards, or as required by a state department of instruction. Often other purposes become involved when an assessment portfolio is required, such as showing teacher use of student learning standards in teaching, and these other reasons frequently mean a specifically prescribed series of items must be included in the portfolio. Figure 5.5 provides a list of items typically offered in an assessment portfolio.

Developmental Portfolio

Some programs view teacher induction and mentoring as more of a developmental process than as a time for assessment. Programs with this perspective usually prefer to focus on addressing the needs and concerns of the beginning teacher and on determining when it is time to challenge the

Typical Contents for an Assessment Portfolio

- A professional development plan developed by the beginning teacher and the mentor
- Professional development goals for the beginning teacher
- A log or journal of activities kept by the beginning teacher
- Copies of completed self-evaluations by the beginning teacher
- Copies of completed formative and summative evaluations by the required persons, such as by a principal or the members of an assessment team
- Copies of notes or of completed instruments as evidence of coaching conferences and observations
- Copies of representative instructional materials or lesson plans developed by the beginning teacher
- Copies of instruments that indicate that the beginning teacher has demonstrated specific skills or competencies
- Evidence of additional graduate-level course work and/or attendance at probationary teacher staff development seminars or workshops

Figure 5.5

novice to take on new responsibilities or risk trying new ideas. Induction and mentoring programs use this approach to assess both the stage of maturity of the developing teacher and the developmental readiness of that person for the next learning challenge.

For these programs, a professional development portfolio represents both a record of past growth and accomplishments and a diagnostic tool for better planning and support. In this approach the portfolio process and product should try to capture both quantitative and qualitative evidence that portrays the abilities of the beginning teacher. The availability of these two forms of data allows for a better diagnosis of the protégé's stage of development and readiness to grow.

Developmental portfolios can include the same items an assessment portfolio requires, but may also focus on evidence of individual growth and creativity. Therefore, this type of portfolio could include items such as those listed in Figure 5.6.

The portfolio can serve the beginning teacher as an ongoing record of development and achievement that is worth reviewing and that can prompt reflection over the years. This use allows teachers to look back and understand how far they have come in their teaching. These same teachers may eventually serve as mentors to beginning teachers, at which time their portfolio will prove to be wonderful resources they can show to their protégés to demonstrate what they learned in their first year of teaching. This helps protégés to learn from another's experiences, and also helps mentors to reflect. Such reflection is only one of the many benefits mentors experience through their role as mentors.

Typical Contents of a Developmental Portfolio

- A professional development plan or a sequence of professional development plans that show work and growth over time toward stated professional growth goals
- Journals that record the reflection and thinking of the beginning teacher
- Analysis of the written record (journals, plans, etc.) for transitional patterns that show the developmental stages of the beginning teacher and can be used as evidence of progress or development from earlier stages
- Samples of work done early in the year and comparative samples of similar work done more recently as evidence of increased skill
- Copies of written self-evaluations by the beginning teacher discussing changes in thinking, what has been learned, insights into him- or herself, etc.
- Copies of completed instruments as evidence of coaching conferences and observations
- Copies of representative instructional materials or curriculum developed by the teacher
- Professional educational philosophy statements
- Evidence of additional graduate-level course work and/or attendance at probationary teacher workshops or professional conferences

Figure 5.6

HOW PARTICIPATION IN MENTORING DEVELOPS THE MENTOR

Mentoring is certainly a powerful strategy for the professional development of beginning teachers, but protégés are not the only beneficiaries of the process. There is also considerable evidence that participation in mentoring can be a major professional development boost for mentors as well (Office of Educational Research 1993; Sweeny 1994). This occurs for several reasons, some of which may surprise you.

A classic explanation of the benefits of mentoring for mentors is the adage that those who have to teach something really learn it well themselves. This very true for mentors. An example is a mentor whose protégé requests assistance in learning how to individualize instruction and increase success for every student in her class. Most mentors would readily confess that this issue is an ongoing challenge for them, as well as for protégés. Finding ways to increase the success of every learner in the classroom is a career-long effort in which educators are continually looking for better strategies.

In order to help the protégé learn about this topic, the mentor can begin with his or her own experiences and ideas. This may cause the mentor to do some reflecting—a beneficial process for him or her. Furthermore, the mentor may feel the need to do some professional reading on

the issue, to attend a workshop on the topic with the protégé, or to seek the advice of another colleague, all of which presents as much opportunity for learning by the mentor as it does for the protégé. These are common-sense examples you may have already imagined.

A typical mentoring strategy for easing into coaching is for the mentor to invite the protégé into his or her classroom to observe him or her teaching. This is often done to help the protégé become comfortable with a coaching situation, and to show the protégé what nonevaluative, good coaching is like. This situation also makes it easier for the protégé to invite the mentor to observe his or her teaching.

When the mentor invites the protégé to observe his or her teaching, the mentor should make sure the observation is a genuine opportunity for the protégé to provide the mentor with valuable data on a topic the mentor sincerely wishes to improve. This activity alone provides an opportunity for the mentor to learn from involvement in mentoring. The mentor's learning will probably be further increased if a conference between the protégé and the mentor is held after the observation.

The reason mentors can gain so much from this type of experience is that mentors are usually already excellent teachers, and probably so good that much of what they do of a routine nature is almost intuitive practice. This promotes excellent teaching, because it allows major areas of the mentor's brain to consciously focus on other aspects of the teaching situation at the same time other routine tasks are underway. It is said mentors often teach at the unconsciously skilled level.

For this reason, conferencing with a protégé can prove highly useful to a mentor because when a protégé asks about some teaching decisions he or she observed in the mentor's work, the mentor may find he or she was not even aware of doing what the protégé described. This phenomenon forces mentors to reflect on their practices, unpack their decision-making process and choices, and articulate at a conscious level what was occurring almost unconsciously. It is this process that mentors find so exciting and beneficial. This shift in thinking from an unconscious to a conscious level prompts growth. Any time anyone asks mentors to explain how they teach and why they do what they do, mentors must make this shift in their thinking and reflect on their work—even journals require this process to happen. This kind of reflection can happen during interaction with a protégé, but also with a program leader or with other mentors.

This should suggest to effective induction and mentoring program leaders that it is quite important to structure mentoring so that these situations occur on a regular basis. Such a strategy not only ensures mentors grow from their involvement in mentoring, but also serves to motivate that involvement. Mentors will choose to become mentors again and again, and will tell their colleagues to become mentors precisely because they find they are learning as much as their protégés.

The result is a very desirable situation because it makes mentor recruitment an easier task, makes mentoring a powerful professional growth experience for veteran teachers, and provides one more reason why induction and mentoring programs are worth supporting. In the current movement toward greater accountability and increased results, such as improved classroom instruction, the learning of the mentor is just one more way induction and mentoring can become a mechanism for school reform.

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USING TEACHER INDUCTION TO FOSTER A LEARNING COMMUNITY

Earlier in this chapter we discussed the phrase embedded staff development, and I stated this term implies professional development can occur while we are at work. In its simplest form, such professional development is really one of the essential components of what is also called a learning community. More specifically, a learning community is an environment in which people of all ages are both learners and teachers and where learning occurs continually as a part of the daily experience of working.

Induction and mentoring promote a school's transformation into a learning community, first because mentoring that involves observation of teaching and coaching for instructional improvement must occur during the school day while that teaching is happening. This means mentoring *is* embedded professional development. Second, mentoring promotes development of the learning community, because it provides practice in the skills of collaboration, openness to feedback from others, and continual learning by all the partners in the mentoring process. In this way, mentors and protégés create a subculture within their school, a subculture with its own norms and unique professional roles and relationships. The experience of working within a mentoring relationship helps teachers internalize these different, more desirable norms, so that, over time, they become the standard and actually replace the traditional norms of isolated, individualized professional practice.

As important as this transition is, induction and mentoring leaders must be careful to recall the cautions offered in the section on Strategies for Handling Teacher Leadership Issues in chapter 1. The traditional school culture will react against the subculture mentoring pairs engage in, so mentors and protégés need to be prepared to respond positively to any negative reactions that may be directed their way. The transition of becoming a learning community is a tricky one in which the existing culture of the school can destroy the developing culture of the learning community. Unless this issue is addressed proactively and effectively, a learning community cannot emerge.

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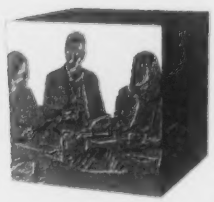
CHAPTER 6

Strategies for Finding Information, Resources, and Support



This chapter provides information to help you locate the diverse kinds of support and resources needed to develop and sustain a comprehensive, high-impact teacher induction and mentoring program. Such necessary resources include the following:

- Expert information to develop and refine an effective program
- Initial financial funding to implement the program
- Strategies to collect evidence of the effects of the program and to improve its impact
- Strategies for the use of the evidence to ensure that decision makers will support the program
- Strategies to build the nonfinancial support needed to maintain the program's resources

Information pertaining to the resource strategies that are offered in this chapter will help you build and grow your induction and mentoring program. Further information about all aspects of induction and mentoring can be obtained by reviewing the comprehensive listing of references, Web sites, and audiovisual resources provided in the Appendix.

RESEARCH SUPPORTING TEACHER INDUCTION AND MENTORING

To those who advocate for them, teacher induction and mentoring programs are clearly the best opportunities available to reshape the profession

of teaching and to ensure the teaching needed to attain high levels of student achievement. This is so true for program advocates that they sometimes find it difficult to imagine much of the educational world, and the public in general, does not perceive induction and mentoring as the solution leaders see it to be. People who are not directly involved with induction and mentoring often see it as a nice way to help new employees get up to speed with their new job. It certainly is that. Those individuals who are deeply involved in mentoring,, however, have found that its potential is much greater than what others understand. Frustratingly, the need for the programs that induction and mentoring leaders envision is not obvious to everyone. This concept is summarized by a statement I heard one educational leader make, in which he said that he succeeded without a mentor, so others should be able to do so as well. To that type of attitude I must respond, "Apparently you feel the high rate and cost of new teacher attrition we have is okay."

Any attempts to actually improve the quality of teaching are at risk until the attrition rate of new teachers has been reduced.

When supporters of mentoring and induction programs encounter this type of attitude, they frequently pull out the research literature on induction and mentoring to reinforce their position. This is a fine first step, and I will provide some supportive citations here as well, for every program leader needs to know the research and be able to use it with decision makers in their school district.

Of the many possible sources for research on induction, I recommend program leaders concentrate first on two especially useful ones—(Schlechty and Vance 1983 and the United States Department of Education 1997)—that document the extent of the teacher attrition problem. Both are comprehensive studies, and their conclusions leave no doubt about the need for quality, effective beginning teacher support systems. Induction and mentoring program leaders need to access and use at least this small part of the knowledge base. The research on learning how to teach that was cited in chapter 5 is also very clear and should be in every induction and mentoring leader's possession as well. Leaving beginning teachers to figure out how to teach effectively through trial and error is not the way to improve the quality of teaching in the schools.

If the number of experienced teachers who are choosing retirement were not what it is today, and if standards for the quality of teaching required to enter and stay in the profession were not being raised, then the rate of new teacher attrition would not be as big a problem for educational reform. In fact, new teacher attrition is a huge obstacle to maintaining any kind of momentum in professional development and school improvement. As a result, any attempts to actually improve the quality of teaching are at risk until the attrition rate of beginning teachers has been reduced.

Though it is a part of the ammunition program leaders need, citing the research has rarely been enough to demonstrate a compelling need for induction and mentoring, nor has it always been sufficient to generate the support required to sustain an induction and mentoring program over the

long haul. The greatest resource needed is access to funding, which then allows program leaders to buy the other kinds of resources they need. Unfortunately, finding and accessing financial resources is not as easy as locating and obtaining informational and other nonfinancial resources. But, do not despair! The more informational and nonfinancial resources you can access for free or at reduced cost, the less funding you will need. Every little bit helps. Some of these resources can be found in the Resources section in the Appendix, as well as this chapter, which comprises information on creative ways program leaders can get what they need.

OBSTACLES TO MENTORING

Mentoring of new employees is almost universally accepted as a great idea, at least as an initial orientation program. Then, why haven't more districts established mentoring and induction programs? The problem is that mentoring and induction of beginning teachers is a very labor- and time-intensive process that takes a lot of financial and personnel resources to do well. Furthermore, knowing how to do mentoring well takes a lot of informational resources, so that a district induction and mentoring program does not have to be created from scratch, with no background information, by trial and error. It is much more effective to let others make the mistakes and then learn from them the best practices needed for effective beginning teacher support.

At the root of the need for all these resources is the need for money. Even if a school district is initially able to set aside financial support for a beginning teacher induction and mentoring program, many of these same programs fade away or end abruptly after a few years for lack of financial support. How can something such as mentoring, which enjoys such broad support, struggle to get or to keep its funding? I believe the answer is that mentoring is invisible. What I mean by this is the following: A fundamental concept in mentoring is that a very special environment is required for a beginning teacher to be able to develop rapidly as a professional. That environment requires a safe, low-risk, and positive support relationship with an experienced teacher who also knows a set of effective mentoring strategies. In order for the safe, low-risk environment to develop, the mentor-protégé relationship must be confidential, nonevaluative, and characterized by trust. These characteristics make the mentoring relationship a very special and unique situation.

When that kind of situation is present, new teachers will share important secrets with their mentors and allow themselves to become vulnerable. They will share their concerns, problems, needs, and dreams because they know these secrets will not be ridiculed, shared with others, or used against them, such as in deciding whether or not to rehire them for a second year. When mentoring is done well, novice teachers understand that sharing their feelings in this way helps the mentor know how to help them develop professionally.

As the safety of a mentoring relationship is established and the professional dialogue ensues, mentors are treated to wonderful and very satisfying insights into their protégés, and they witness the great transformations that are so necessary for beginning teachers to become an effective and experienced teacher. The problem is that the mentor may be the only person who really sees the full extent of the professional growth and the impact on teaching that results from this process. This is what I mean when I say mentoring is invisible—no one else may see it.

Here we have the heart of the problem. Mentors cannot tell others all the wonderful stories they know about the professional growth they have seen in their protégés without seriously risking the relationship and threatening the conditions that caused that very growth to happen in the first place.

This problem is so dire because most decision makers who hold the purse strings have probably never benefited from a formal mentoring relationship themselves. These decision makers need to hear how successful the induction and mentoring program is, because until they do, they probably have no personal reason to value it. They need to see the difference mentoring can make in the lives of novice teachers, and they surely need to see the improvements in that novice's teaching and the results in terms of student learning. However, they cannot see or hear about the extent of the growth in their new employees; only the mentors can.

These same decision makers get to decide whether the resource-hungry induction and mentoring program is worth supporting. You can almost bet on this question being asked at Board of Education meetings and in superintendent cabinet meetings about three to four years after a program has been started. It takes that long for the questions to be asked, because people are willing to give a new program some time to become effective and to make a difference. But when the question is asked, it may already be too late to save the program. By that time, some people have already decided induction and mentoring may not be worth their cost.

NINE STRATEGIES FOR OVERCOMING OBSTACLES

A few good strategies are necessary to help resolve the problem, but the strategies must do so without damaging the confidentiality that characterizes mentoring. I've developed several such strategies that work quite well.

Strategy 1: Understanding Reasons for Mentoring Administrators and Other Decision Makers. Any new person deserves a mentor whether he or she is a beginning teacher, a beginning principal, a beginning curriculum director, or a new member of the Board of Education. These individuals' need for information, support, and guidance should be met because the implications for their success in the life of the school, faculty, and students can be quite profound. Furthermore, decision makers are especially iso-

lated from their peers and so, even more than beginning teachers, must struggle to learn their new jobs through trial and error.

Certainly, new administrators have their past experiences as teachers to draw upon, so they are not starting from scratch, but the lessons learned from teaching do not address all that an administrator must know or be able to do. If leaders want their new administrators to learn quickly, make few mistakes, and succeed, then they must mentor these administrators.

The second reason for mentoring administrators may not be something you have realized before. Consider the following: Principals need to know the value of what has occurred within the confidential mentoring relationship, but they are very likely not going to know the full benefits. Certainly, most principals are very interested in the success of their beginning teachers. For some principals, the time spent observing and supporting beginning teachers is sufficient for them to be aware of much of the development that occurs. Unfortunately, such situations seem to be the exception rather than the rule. In most cases, administrators simply do not have the kind of time needed to observe beginning teachers on a regular basis or to watch their growth as much as they would like to.

If leaders want their new administrators to learn quickly, make few mistakes, and succeed, then they must mentor these administrators.

Also, most principals do not even have the opportunity to know what kind of growth is occurring because beginning teachers will never tell their evaluators what their problems, worries, and needs are. That is precisely why mentors are needed! This reality also means that even if the principal sees how effective a novice teacher is, he or she may not know how much that teacher has changed in a few short months. Only the mentor is likely to know the full extent of the beginning teacher's growth, and that knowledge must be kept confidential due to the nature of the mentoring relationship.

For this reason, program leaders need to involve their decision makers in mentoring relationships themselves. If the decision maker is an experienced principal, he or she should mentor a new principal. If the decision maker is just starting a position as a new superintendent, he or she should be mentored by the departing superintendent. Every one of these types of relationships should be openly described as mentoring. Once decision makers personally experience the challenges and the benefits of mentoring, they usually become strong supporters of a mentoring program for beginning teachers.

Strategy 2: Knowing the Benefits of Celebrating Success. The invisibility of mentoring is a problem, because program leaders cannot ask mentors about their protégés, nor should they ask protégés about their mentors, as the mentors also take significant professional risks for the sake of learning. What is needed is a way to access the great learning and growth that occurs within a quality mentoring experience, but to do so without breaking confidentiality. The solution to this problem involves ten simple steps program leaders can follow, which I call the Capture the Success strategies.

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CAPTURE THE SUCCESS STRATEGIES

1. Create public opportunities for mentors and protégés to share their own learnings and feelings about mentoring. These opportunities must be public, because once a person has chosen to share his or her experiences in public, then leaders can also share those same insights and wonderful stories with a wider audience elsewhere.

2. Carefully structure the public sharing so that it is in a low-risk and accepting environment, such as within peer support groups. Program leaders should do this so mentors and protégés are willing to take the risks of talking publicly about their experiences.

3. Structure the sharing so that mentors and protégés speak about themselves, not someone else. Mentors must be prompted to talk about their own experiences and the lessons they are learning about how to be effective mentors and teachers. Protégés must also be led to focus on their own experiences. In fact, the meeting facilitator must explicitly caution participants about this rule, explain why it is important, and continually remain on guard lest people forget it and start describing someone other than themselves. If that happens, the facilitator must gently remind participants how easy it is to forget the rule, but how important it is to follow it.

4. Summarize the individual experiences people share on flip chart paper, an overhead transparency, or some other public medium. Using such a tool increases peoples' awareness that their sharing has crossed the line from private experience to a public forum.

5. Ask for a show of hands to see how many others have had similar experiences as one person offers his or her individual story. The facilitator actually counts the number of hands raised and converts the number of individuals to a fraction of the group. For example, the facilitator might count hands and then say, "Let's see, that is sixteen out of twenty-four people. That's two-thirds of our group." This is done to help move the experience from the category of a private feeling or story to a public experience and as a data collection strategy.

At the end of the sharing, the meeting facilitator takes four additional steps (steps 6–9).

6. Clarify that the personal experiences that have been shared are valuable insights into the power of effective mentoring. At that point, this conclusion may not yet be apparent to everyone. The public affirmation by the meeting's facilitator ensures that what may only be apparent to some is understood by everyone.

7. Thank people for their willingness to share, and then explain that what has been collected on the flip chart is no longer considered private stories and insights, but is now public knowledge in the group. Give the list a descriptive title and date it.

8. State that the wonderful experiences collected here are invisible to some very important people whose decisions may affect the resources for the induction and mentoring program, but who cannot see within the mentoring relationships to experience or understand the value the group has affirmed.

9. Ask for the group's permission to share the summary with people outside the group so others may also come to value the power of effective mentoring.

10. Find a number of ways to share the conclusions of the group with others who are not a part of the mentoring experience. Some possibilities include using of some of the best statements regarding these experiences in the following:

- A staff development newsletter
- The induction and mentoring program section of the district Web site
- The year-end induction and mentoring program results report
- Comments, delivered to the Board of Education, about the induction and mentoring program

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Strategy 3: Prompting Decision Makers Toward Support. An even better use of these comments is to provide them in advance to decision makers whom you invite to speak at mentor training events, mentor recognition dinners, and beginning teacher orientation week events. These are circumstances in which the decision makers will want to be able to affirm the value of mentoring, but they may have very little of substance to say on the subject. Your strategy is to provide them with the concrete evidence that both meets their need for specifics they can affirm and educates them about the value of mentoring in the first place.

I strongly recommend that you put these first three strategy gems to work right away in your induction and mentoring program. Act proactively to make sure administrators and other decision makers in your district have several reasons to support the induction and mentoring program. If you do not address the invisibility of mentoring, you may not have an induction and mentoring program for long.

If you do not address the invisibility of mentoring, you may not have an induction and mentoring program for long.

Strategy 4: Using Program Evaluation to Improve and Sustain the Program. Nearly every induction and mentoring program leader with whom I speak has done some level of data collection. Unfortunately, many of these program leaders have not done enough to capture and learn from what people in their program are experiencing. Often such programs do not have people acting as leaders; they just assign mentors and feel they have done all they need to, which represents a very limited view of the potential of mentoring.

The most typical program evaluation approach induction and mentoring program leaders use is an end-of-year survey of mentors and protégés that captures their feelings about the value of the program. This data is very helpful in quantifying what is essentially a qualitative experience. An induction and mentoring program that has made a reasonable effort to provide adequate beginning teacher support will find sufficient evidence that this support system is both welcome and beneficial.

Having collected such data myself, I have learned at least two additional lessons worth sharing:

LESSON 1. Using the ten Capture the Success strategies described earlier actually increases the level of support for induction and mentoring expressed by program participants. This occurs because without public expression of the value individuals have found, each person who responds

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to a year-end survey can only speak from his or her own perception. With group sharing of powerful mentoring experiences, everyone learns from everyone else and becomes more aware of the value of mentoring overall. This results in participants being more affirming of it on the survey.

LESSON 2. While a collection of customer satisfaction data is useful, it is often insufficient to adequately improve and sustain an induction and mentoring program. What you need to know to really improve and sustain your program is that the processes of program development, implementation, and evaluation are really a single integrated process. What you plan, how you implement it, and how you evaluate it should be designed from one framework. That framework includes the following steps, which should be set up in the sequence shown:

The processes of program development, implementation, and evaluation are really a single integrated process. What you plan, how you implement it, and how you evaluate it should be designed from one framework.

A. *Collect baseline data* for all the indicators listed in the left-hand column in Figure 6.1.

B. *Analyze the baseline data* for patterns that indicate whether the existing situation for each of the factors is or is not satisfactory. Where it is not satisfactory, identify what about that factor needs to be improved. I call that area of identified need the target.

C. *Develop a new program* or refine any existing program to better address the target needs.

D. *Develop a plan to periodically monitor* each indicator in the sequence for the target. The other two columns in Figure 6.1 (Self-Reports and Comparison Assessments) are suggestions for how to conduct that monitoring. The ideas provided under Self-Reports are usually the easier methods to accomplish. You may already be doing some of these things. The ideas provided under Comparison Assessments are often more difficult and time consuming to use, although, again, you may be doing some of these things already, but perhaps you are not formally collecting the data from the activity. Begin to do as many of these comparisons as possible. Your goal should be to collect some data in each column for each indicator. Use of this dual data collection model puts you and your program in a very strong position. You will know precisely where you are with induction and mentoring program implementation, and you will know specifically what the problems are that are obstacles to implementation.

E. Considering what you know about facilitating educational change, *write a prediction* for how long you believe it will reasonably take for each of the steps in the sequence to develop to a level of some quality and to be implemented in most participants' work. Predict a date by which you will begin to monitor each indicator and a second date for when you expect the data for each indicator to begin to change. Of course, this prediction depends on the complexity of the change. For example, if you are refining one component of your induction and mentoring program, it may only take a year or two for the indicators to change to what you desire. However, if you are designing an induction and mentoring program from scratch, it may take five to eight years for some of the indicators to change to what you want.

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Indicators for Change

Topic of Program Inquiry		The Indicators for Change	
		Self-Reports	*Comparison Assessments*
Indicator 1	Faculty knowledge about the targeted area of need	Pre- and post-surveys or interviews	Pre- and post-tests
Indicator 2	The extent and quality of staff development training in the target	Customer satisfaction survey during and at end of training	• Use of effective staff development practices in training • Observations by leadership and facilitators
Indicator 3	Faculty skill at doing the targeted practices	Pre- and post-surveys or interviews	Observations by coaches
Indicator 4	The extent and quality of staff development coaching and follow-up support for skill building	Customer satisfaction survey during and at end of coaching and support	• Observations by leadership and facilitators • Use of effective coaching and support group practices
Indicator 5	The extent of faculty use of the targeted practices in their daily work	Pre- and post-surveys or interviews	• Observations by coaches • Observations by administrator
Indicator 6	Student knowledge about the target	Pre- and post-surveys	Tests and quizzes
Indicator 7	The extent and quality of instruction in the target knowledge	• Student pre- and post-surveys • Teacher pre- and post-surveys, interview	• Observations by coaches • Observations by administrator
Indicator 8	Student skill in use of the target student behaviors	Student pre-and post-surveys	• Observations by teachers • Teacher survey, interviews • Performance assessments
Indicator 9	The extent and quality of instruction in the target skills	• Student pre- and post-surveys • Teacher pre- and post-surveys, interview	• Observations by coaches • Observations by administrator
Indicator 10	Student achievement	Student reflection on own work	• Summative local and standardized tests • Performance assessments

Figure 6.1

F. *Monitor each indicator every year.* As the predicted time for an indicator to change approaches, keep track of whether or not what you predicted really occurs. Expect that for some indicators your prediction may not be accurate. This is because your planning was based on what you knew about change, and you are learning more about change as you try to lead the process. It is not as important to predict correctly as it is to get better each time at predicting correctly. When you can accurately predict what a change will require to actually occur, your planning will have become very effective.

These strategies are, I believe, some of the most important ideas in this book. Having read them, you should be able to use the idea of this sequence of indicators in two crucial ways. First, you will be able to use the indicators sequence to plan program modifications that will really improve both your induction and mentoring program and the results it produces for teaching and student achievement. Customer satisfaction surveys rarely provide the kind of diagnostic data needed to improve programs. Surveys do provide a sense of what may not be working, but often they cannot clarify what is needed to fix the problems. Use of the indicators sequence to design, implement, and evaluate the program will help you diagnose what needs fixing, especially when you are not making adequate progress toward your goals.

Second, you will be able to use the indicators sequence to plan better programs, to more adequately plan program implementation, and to demonstrate to yourself and to decision makers that what you are doing is correct. You will be able to show that, with time, your program goals will be achieved because you can show progress toward those goals. You need the indicators sequence precisely because it takes so long to produce the results needed (i.e., changed teaching practices and student achievement) and to show they have finally occurred.

Without use of the indicators sequence, what happens is that the ultimate results are prematurely expected about halfway through the implementation of a good program. Then, before there has been sufficient time for the desired changes in the sequence to have happened, decisions are made that the program is not working or at least that the program is not worth the investment of time and financial resources it requires. The indicators sequence allows you, at that critical point, to defend your program, the process of implementation you are using, and the progress your program is making.

Strategy 5: Finding and Keeping Financial Support. No single magic strategy exists for establishing and sustaining induction and mentoring program funding. However, there are several strategies that seem to work well in many situations. The best approach is to do several of these things at the same time, so if one method of program support fails, others may still sustain your work. In other words, the best overall strategy is to plan and execute diverse approaches to building program support, rather than just seeking that support at one level and from one source.

The following steps are a typical approach to creating initial program funding for induction and mentoring of beginning teachers:

1. Seek *external* grants to fund program start-up costs, such as costs for the first three years. (See the Appendix for some sites that have information on such grants.)
2. *Collect* baseline data at key points during the first three years of the program.
3. Use the data to *demonstrate* the induction and mentoring program's impact on desired outcomes and the benefits of supporting the induction and mentoring program.
4. Seek *internal,* ongoing funding to replace the grant support if it is or as it is phased out.
5. Work toward the goal of *100 percent internal funding* for the induction and mentoring program.

The best overall strategy is to plan and execute diverse approaches to building program support, rather than just seeking that support at one level and from one source.

As will be discussed later in this chapter, I do not consider this to be the best possible overall strategy. However, the approach can be made to work, particularly if you use the indicators sequence discussed previously, and if your data collection has been modeled after the suggestions in Figure 6.1. At the end of three years, you will probably have affected some of the earliest indicators, even to the point of improving the rate of teacher retention. You will also have considerable self-report data that support the value of induction. You may even have some comparison data, such as affirmations by principals, that the induction and mentoring program is accomplishing important things for teachers and the school.

You probably will not have changed all the indicators in the sequence. Nor will you be able to demonstrate yet that you have accomplished all the induction and mentoring program's goals. However, you will be able to show your program was never expected to do all these things in the first three years. Also, you will have evidence to demonstrate that what you are doing is both correct and worth maintaining. The data will show the sequence is happening as planned.

Once you establish some initial funding, you will want to try to institutionalize that support. Your goal is to establish the funding as the norm, as being necessary to sustaining the induction and mentoring program. The advice and strategies provided earlier in this chapter discussed how to achieve that perception.

Ideally, you should seek to institutionalize funding to support induction and mentoring at every level of governance, including the following:

- Local Board of Education
- Regional university
- Regional service center
- State
- Federal

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You also should seek to develop support and funding from several sources at each of the levels of governance, both for direct and indirect or in-kind resources.

Strategy 6: Generating In-Kind Support. The discussion in strategy 5 included the terms funding, resources, and support. Funding, of course, specifically means money. Resources and support can be defined generally enough to include money, but most often they retain their own meanings. Resources are usually things a program might need, such as materials. Support usually means services, such as staff time or meeting space.

While there is a limit to the money some external sources can give you, other kinds of support these sources can provide will let you save your dollars for other uses.

Your induction and mentoring program must provide a number of things. When all you receive is money, you have to use that money to buy what you need. However, while there is a limit to the money some external sources can give you, other kinds of support these sources can provide will let you save your dollars for other uses. This kind of support is called in-kind resources. For example, imagine you need to provide your mentors with an initial mentor training your program has to pay for. If the state or a regional service center can provide mentor training, your program does not have to pay for all this training alone. Other examples of in-kind support are provided in Figure 6.2.

That some other organization might provide your program with in-kind support suggests you are involved in a partnership of some kind. This is often a very effective way to increase the resources flowing to your program. For example, state or regiona. training is often provided because of a statewide initiative focused on beginning teacher assessment and accountability measures related to certification. When this occurs, you may feel the state or regional mentor training is insufficient in the focus it covers. Specifically, the external training may not have fulfilled the need for effective mentoring strategies, knowledge of adult learning, district specific program information, or understanding of beginning teachers you feel mentors need to be successful. Therefore, you may still need to provide training in these areas yourself. However, the external training probably covered classroom observation and data collection methods or training in how to conduct pre- and post-observation coaching conferences. Therefore, the external training serves as an in-kind resource, as it fulfilled part of your needs.

Some further ideas about the benefits of partnerships are offered in strategy 9.

Strategy 7: Becoming Political. Earlier in this chapter I recommended that program leaders seek to institutionalize funding at several levels of governance. Doing this type of work means you must become involved in the political process, such as lobbying, to some extent. This requires finding the time to have conversations with decision makers at several levels, especially when they have a funding decision to make that affects your program. You will need to assemble data that supports your position and find ways to display that data so the benefits of induction and mentoring

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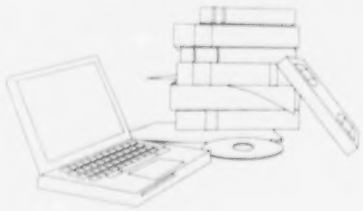
Examples of In-Kind Support and Resources



- Provision of staff time to work in or for your program
- Provision of a place to conduct meetings and trainings
- Provision of tuition credits that can serve as mentoring incentives
- Access to a publicity expert and mechanism, printing department, or other resources that you need
- Access to the time of a grant writing expert that you may not have in your district
- Contacts with decision makers at a level above your own personal network
- Access to information on funding sources or opportunities with which you were not familiar
- Access to technology equipment or other infrastructure that you do not have or that is not available to you because your own students are using it when you need it
- Access to instructional or induction experts who can advise you and your planning
- Access to secretarial support
- Willingness to provide the postage for and staff time to put out a mailing
- Access to a regional database of names and addresses you need
- The ability to plan and make joint purchases of goods and services which, because of economy of scale, give you access to quantity discounts and can save you considerable funds

Figure 6.2

are clearly demonstrated. Most program leaders lead busy lives and would rather not have to do this kind of thing. Therefore, I recommend that before beginning, you first make the decision that becoming politically involved is necessary to the sustenance of your induction and mentoring program, which I believe to be true.

Strategy 8: Becoming a Public Educator. Working to institutionalize funding means that you must expand your definition of education from a process for students and staff development to one that also includes educating the community and decision makers at all levels. In other words, you do not just want to be interacting with state Board of Education staff, legislators, and service center directors when they have a funding decision to make. You also want to build relationships with these people and continually educate them about the needs you are addressing through induction and mentoring, the real costs of not investing in induction and mentoring, the benefits of investing in support and guidance for beginning teachers, and the need for all programs to be guided by best practices. This means you are not just looking for funding that can be used to support induction and mentoring, you are looking for other types of support as well.

You also need to become involved in influencing the formation of policy and programs at all levels of governance. You should choose to do this whenever you have the opportunity, because policy and program decisions

others make will often have a great impact on you. It is better to help influence your own destiny whenever you can do so.

Strategy 9: Capturing the Resource-Related Benefits of an Organizational Induction Partnership. The nature of in-kind partnerships was addressed in strategy 6, but you may still wonder why another organization would want to provide such support to your program. That is an excellent question, and until you can answer it, you will probably not seek out any organizational partners. Partnerships are formed for several very significant reasons, including the following:

You need to become involved in influencing the formation of policy and programs at all levels of governance. You should choose to do this, because it is better to help influence your own destiny whenever you can do so.

- Organizations have related or overlapping missions, and therefore, overlapping needs that might better be addressed by a partnership. For example, a university wants to facilitate finding employment for its graduates at the same time that a school district needs new employees.
- Organizations sometimes find there is no reason not to extend access and benefits to others for something the organization is already doing on their own anyway. For example, a school district that has planned a coaching training for its second-year mentors might gladly open the training to nonmentors and to university field-based supervisors as well.
- Organizations often find they can increase their flexibility in their use of funds by forming a partnership because the two organizations have different funding sources and funding limitations. For example, a district funding source may have limitations on using funds for certain things, such as food purchases. A university, however, may have funding that allows for purchasing of food and might be willing to provide food to all participants in a shared training if the district can waive or reduce registration costs for university participants.
- Organizations want to generate goodwill for themselves, as an investment in the future potential benefits of enhanced relationships. For example, a regional professional development center may be willing to help defray the costs of training for mentors, because they see it as a capacity-building step and they intend to use some of these persons as leaders for other induction activities in the future.
- Organizations see benefits in trading goods and services. For example, the university may be willing to help support a training for mentors as long as the training also prepares the cooperating teachers to be mentors for the university's student teachers.

Collaborative efforts such as these are most often perceived as mutually beneficial partnerships, so I call this kind of collaboration the mutual benefit approach. With these types of partnerships, you will probably even hear phrases such as, "Okay, I have to do it anyway," and "You scratch my back and I'll scratch yours," at some time in the collaborative effort. These statements represent the idea that if mutual benefits can be captured by

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working for each other, and if what is planned was going to happen anyway, why would an organization not choose to gain some help in the project?

In fact, the mutual benefit approach may present a limited vision of all that partners can do together. It is possible that together partners can accomplish things they could not otherwise accomplish separately. I call this form of collaboration a synergy, because the sum of the efforts of the partners is more than their individual efforts could have produced. For example, consider that a regionally sponsored mentor training is scheduled. An individual district may have an insufficient number of mentors to warrant hiring an expert mentor trainer to do their first mentor training. However, by pooling mentors from each of several districts, the regional training may have enough mentors and funding to provide an outstanding mentor training. In fact, the regional center may be able to provide a common meeting place and staff to publicize and facilitate the training.

Your own regional service center may have some funds and expertise to contribute to a training such as this one. To access these resources, you primarily need to discover and address the needs of the regional center in order to motivate them to join the partnership you offer. This may be easier to do than you might think. Most regional service centers have defined as part of their mission their interest in playing just that kind of regional support role. They may require no other reason to help you than this, but they must know of your needs and plans to determine how they can help you. The easiest way I know to build these kinds of partnerships is to let others know of your needs and intentions, and then to ask them if those needs overlap their own.

OTHER WAYS TO MAXIMIZE PROGRAM RESOURCES

Program leaders should always consider the ways in which mentoring activities can be used to gain more mileage from or add support to other improvement or collaborative efforts within induction or in other district programs. Following are some examples demonstrating how you can gain added benefits from events you plan:

- Sharing a peer coaching training at which veteran staff coach each other and mentors and protégés also coach each other
- Sharing a substitute teacher between several mentoring pairs in the morning and different sets of peer coaches in the afternoon
- Using experienced mentors to train future mentors or to train future peer coaches
- Implementing an administrative mentoring program (This activity provides support to administrators while providing the added ben-

efit of allowing administrators to experience mentoring for themselves, making them more likely to support mentoring for beginning teachers, too).

Hopefully, the strategies offered throughout this chapter and this book will help you establish a culture of mentoring. If you have established such a culture, you will have some Board of Education members and upper-level administrators who personally have experienced the value of mentoring. You will have provided them with summaries of the research on the impact of induction and mentoring on teacher performance. Finally, they will have seen specific examples of the impact of induction and mentoring on the teaching practices of your staff. When it comes time to make a decision regarding funding, you will not be standing alone in your quest for support. You will have partners who also realize the value of induction and mentoring and who can help you argue your cause. This is very significant, because without such support your argument could be perceived as self-serving. It is, after all, your own program you want supported. Therefore, having partners who feel the same way you do about induction and mentoring can prove extremely helpful.

Appendix: Resources

The following section offers lists of online as well as audio and visual resources that provide further information and support for many of the strategies and ideas discussed in this book.

INDUCTION AND MENTORING WEB SITES

Best Practice Resources, Inc. (BPR)
http://www.teachermentors.com

This is my own Web site. It has over 300 web pages, 1,100 links, and it is continually growing! The Web site is dedicated to promoting powerful induction and mentoring programs. The research-based materials and assistance are very practical and based on expert information. The information on this site is offered in four ways:

1. Forty-seven categories that contain a mix of resources, books, research reports, and Web site links. This section includes links to other organizations that are interested in or support mentoring, as well as a section with Web pages on any of the state-level beginning teacher programs in any of the fifty states.

2. A listing of over 100 BPR staff development publications, most of which are on induction and mentoring. Some of these publications are free and can be accessed right from the Web site. Others are for sale at very reasonable prices. The publications include mentor training manuals, overheads, a training script, mentoring calendars and checklists, information on how to develop an induction program, a summary of the research on mentoring and induction, and information on improving the impact of the mentoring and mentor program.

In addition to mentoring and induction, BPR provides resources for:

- Effective staff development
- School improvement planning
- Peer coaching
- Authentic performance assessment

Each of these sections offers links, information on current events, written materials, and other resources.

3. Free limited assistance and guidance to induction and mentoring programs and leaders through the role of Mentor of Mentors being carried out over e-mail and via the telephone.

4. Consulting, training, and presentations in induction and mentoring. There is a section of the Web site that includes information about the services BPR provides, a client list, and client comments about the work of BPR.

Mentoring Leadership and Resource Network (MLRN)
http://www.mentors.net

Another great mentoring Web site worth visiting and exploring is MLRN. This group is an affiliate of the (ASCD). MLRN was started in 1991 by a group of mentoring experts who wanted to help others access the knowledge base about mentoring of teachers. In January 1998, MLRN stopped its paper-based approach to publishing and put all their materials on their Web site. The members of this group (membership fee is $15 a year) can now access all the newsletter articles, papers, and journal articles MLRN has published since 1991. There are currently about seventy-five resources available.

A newer section of the site is designed specifically for mentor program coordinators and there is a membership listing to help coordinators locate and access educators who are interested in mentoring in their area. Most of the resources are in a Member's Only section of the Web site. Nonmembers can access parts of the site to learn about MLRN and to see a listing of the materials that are available to members to help them decide if they want to join. Program leaders can submit mentoring articles or studies to MLRN for web publication.

LINKS TO OTHER MENTORING AND INDUCTION RESOURCES ON THE INTERNET

On my Web site, which is described above (BPR), there are over 1,100 links to mentoring and induction Web sites. The following listing of links are mentoring and induction Web sites that are in addition to those on my Web site. These are arranged by category, and the categories are arranged alphabetically.

Please keep in mind when checking out the Web sites listed in this book that some of these links may have changed or become inactive by the time you try them.

Advice for and About Beginning Teachers

A First-Year Teacher's Experience
http://www.bctf.bc.ca/Career/Beginning/

Union Services for New Teachers
http://www.bctf.bc.ca/Career/Beginning/handbook/resources.html

Helpful Hints for Beginning Teachers
http://www.positiveparenting.com/jane4.html

Information on School-to-Work
http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw5camp.htm

Kappa Delta Pi New Teacher Advocate
http://www.kdp.org/

New Math Teacher Advice
http://ncrtl.msu.edu/

New Teacher Handbook
http://www.bctf.bc.ca/Career/Beginning/handbook/

I Love Teaching
http://www.iloveteaching.com/

New Teacher Seminars
http://www.rochester.k12.mn.us/gip/calendar.htm

Been There Done That Seminar
http://www.utofd.com/Teachers/NewTeach/beenther.htm

Dade County New Teacher Web Page
http://www.utofd.com/Teachers/NewTeach/newtchsc.html

Realistic Assignments For New Teachers
http://www.columbiagroup.org/retention3.htm

Survival Kit for New Teachers
http://www.inspiringteachers.com/

So You Want To Be a Teacher
http://www.ed.gov/databases/ERIC_Digests/ed344872.html

The Substitute/Student Teacher's Survival Handbook
http://www.teachergroup.com/

What to Expect Your First Year of Teaching
http://www.ed.gov/pubs/FirstYear/

The Benefits of Mentoring

Benefits of Mentoring
http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/statement.html

Benefits of a Mentoring Program
http://mbhs.bergtraum.k12.ny.us/mentor/what.html#2

The Joys of Mentoring
http://apollo.gse.uci.edu/MentorTeacher/Chapter7.html

Bibliographies for Mentoring

Mentoring Bibliography
http://apollo.gse.uci.edu/MentorTeacher/Bibliography.html

Web-Based Books and Publications on Mentoring and Induction

Beginning Teacher Handbook
http://www.ccthomas.com/catalog/esped/more/0-398-05833-4.html

Kappa Delta Pi New Teacher Advocate
http://www.kdp.org/

Mentoring Handbook
http://olympia.gse.uci.edu/MentorTeacher/Preface.html

Mentoring and Peer Coaching Resources
http://www.teachermentors.com/

Table of Contents—New Teacher Handbook
http://www.bctf.bc.ca/Career/Beginning/handbook/

Table of Contents—Mentor Handbook
http://apollo.gse.uci.edu/MentorTeacher/Contents.html

Characteristics of Effective Mentors

Mentor Characteristics
http://education.lanl.gov/resources/Mentors/character.html

Teacher as Caregiver, Model, and Mentor
http://www.cortland.edu/www/c4n5rs/wheel/12.htm

What Is a Mentor?
http://apollo.gse.uci.edu/MentorTeacher/Chapter1.html

Definitions of Mentoring

What Is a Mentor?
http://apollo.gse.uci.edu/MentorTeacher/Chapter1.html

Descriptions of Mentoring Programs

Clark County, Nevada
http://www.cgcs.org/services/whatworks/prof/p19.htm

North Platt, Nebraska
http://www.esu16.k12.ne.us/brochures/entry.html

Prince George County, Maryland
http://www.pgcps.pg.k12.md.us/~staffdev/btap.html

SmokeyHill
http://www.smokyhill.org/BTMT.htm

Mentoring Program for Science Teachers
http://www.imsa.edu/team/spi/impact2/catalogs.html

University of Dayton: Mentors Help New Teachers Adjust
http://www.udayton.edu/news/nr/012397a.html

Montana
http://www.nsf.gov/od/lpa/news/publicat/frontier/2-97/2montana.htm

Alverno College
http://www.alverno.edu/academics/departments/pb_graduateteach.html

Collaborative Urban Teachers Training Program
http://www.lycoming.edu/dept/educ/special.htm

One Year Internship (United States Department of Education)
Education Week on the Web
http://www.edweek.org/ew/vol-16/30cincy.h16

University Guides
http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/protguide.html

University Mentor Tasks
http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/matrix.html

Montana State University Cooperating Teacher Mentor Training
http://www.msubillings.edu/opp/

Indiana Beginning Teacher Internship
http://ideanet.doe.state.in.us/super/083096/do1.html

Internship Training Plan
http://ideanet.doe.state.in.us/super/083096/safe2.html

Peer Resources Mentor Programs
http://www.peer.ca/mentorprograms.html

Mentors Forum—Mentoring Guidance and Information
http://www.mentorsforum.co.uk/

The Mentoring Group
http://www.mentoringgroup.com/

Developing a Mentor Program

Organizing and Evaluation of Programs
http://apollo.gse.uci.edu/MentorTeacher/Chapter8.1.html

Evaluating a Mentoring Program

How to Organize and Evaluate a Program
http://apollo.gse.uci.edu/MentorTeacher/Chapter8.1.html

Evaluation of Professional Development
http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500.htm

Program Evaluation
http://www.mentorsforum. .o.uk/cOL1/tools/Evaluating.htm

Quantitative Mentor Program Evaluation
http://www.ofps.dpi.state.nc.us/OFPS/hm/qpe.htm

Evaluation of or by Mentors

La. DoE—Teacher Assessment Program CORRECT
http://www.doe.state.la.us/indexsearch/public/httoc.htm

Evaluating the Relationship by the Protégé
http://www.vcu.edu/teaching/oldteaching/medicine/mgevaluating.html

X-Change for a Day—Program Evaluation
http://www.nnlm.nlm.nih.gov/train/xchange/mentor.html

Evaluation/Assessment of Beginning Teachers

Educational Testing Services New Teacher Assessments-Praxis
http://www.ets.org/teach.html

Grants and Funding for Mentoring

Public Funding and Professional Development
http://www.columbiagroup.org/public.htm

Cost Neutral Induction Program
http://www.rochester.k12.mn.us/gip/isgip.htm

Help for Mentors

The Mentor Teacher Casebook
http://darkwing.uoregon.edu/~ericcem/mentor.html

The National Board of Professional Teaching Standards
http://www.nbpts.org/

Mentoring, Coaching, and Staff Development Resources
http://www.teachermentors.com/

Preparing New Teachers for Bilingual Education
http://www.ed.gov/pubs/ModStrat/pt2d.html

Mentoring the Mentor
http://www.nsdc.org/library/mentoring.html

Avoiding the Risks in Mentoring
http://apollo.gse.uci.edu/MentorTeacher/Chapter6.html

Mentors and Mentoring
http://www.erlbaum.com/Books/searchintro/BookDetailscvr.cfm?ISBN=0-8058-9932-4

Mentoring's Possible Pitfalls
http://www.cybf.ca/cybf/pitfalls.htm

Incentives and Recognition

Incentives in a Graduate Induction Program
http://www.rochester.k12.mn.us/gip/clinical.htm

Quality Standards and Incentives for Teachers
http://www.columbiagroup.org/quality.htm

International Mentoring

International Mentor Program
http://www.iteachnet.com/teachnet.html

Teacher Development in the United Kingdom
http://units.ox.ac.uk/departments/edstud/teachered.html

British Columbia Beginning Teachers
http://www.bctf.bc.ca/Career/Beginning/

The European Mentoring Centre
http://www.mentoringcentre.org/

Enterprise Ireland—Mentor Programme
http://www.forbairt.ie/mentor/

How Are Other Countries Preparing Teachers?
http://www.columbiagroup.org/howare.htm

Teacher Induction in Countries Around the Pacific Rim
http://www.ed.gov/pubs/APEC

Matching Mentors and Protégés

Mentor Matching
http://apollo.gse.uci.edu/MentorTeacher/Chapter3.2.html

Mentor Program Coordination

Mentoring the Mentor
http://www.nsdc.org/library/mentoring.html

Induction Program Governance Committee
http://www.rochester.k12.mn.us/gip/coord.htm

Consultants in Mentoring and Induction
http://www.teachermentors.com

Mentoring Relationships

Establishing Effective Mentoring Relationships
http://apollo.gse.uci.edu/MentorTeacher/Chapter3.1.html

The Mentoring Relationship
http://library.lib.binghamton.edu/mentor/rel.html

National Reforms and Standards

The National Board of Professional Teaching Standards
http://www.nbpts.org/

What Matters Most: Teaching and America's Future
http://www.nbpts.org/nbpts/about/what-matters.html

Organizations That Support Teachers and Technology

Association for the Advancement of Computing Education (AACE)
http://www.aace.org/

Association for Educational Communications and Technology (AECT)
http://www.aect.org/

International Society for Technology in Education (ISTE)
http://www.iste.org/

21st Century Teachers Network
www.21ct.org

ASCD Professional Development Online
www.ascd.org/pdi/pd.html

AT& T Learning Network
www.att.com/learningnetwork

The Community Learning Network
www.cln.org

Ed's Oasis
www.edsoasis.org

The Global Schoolhouse
www.globalschoolhouse.org

International Education and Research Network (I*EARN)
www.iearn.org

PBS Mathline
www.pbs.org/teachersource/math

Tapped-In
www.tappedin.org

U.S. Department of Education
www.ed.gov/inits/teachers/teach.html

The Well Connected Educator
www.gsh.org/wce

Orientation of New Teachers

Orientation Schedule
http://www.rochester.k12.mn.us/gip/calendar.htm

Fairfax County, Virginia—New Teacher Orientation
http://www.fcps.k12.va.us/DIS/OSDT/nto.htm

Professional Staff Orientation
http://w3.mesa.k12.co.us/board/GCH.htm

Portfolios/Professional Development Plans

Teacher Portfolio Assessment
http://www.ed.gov/databases/ERIC_Digests/ed385608.html

Preservice Teacher Mentoring

Answers to Student Teacher Problems
http://www.lll.hawaii.edu/esl/crookes/Narita.html

Mentoring Student Teachers
http://www.udayton.edu/news/nr/050696.html

Professional Development Schools
http://www.uttyl.edu/~edci/PDS.html

Process of Mentoring—Strategies

The Ways of Mentoring
http://apollo.gse.uci.edu/MentorTeacher/Chapter5.1.html

Recruiting and Retaining New Teachers

Language Minority Teacher Recruitment
http://www.iupui.edu/it/stratdir/ovando.html

Preparing New Teachers for Bilingual Education
http://www.ed.gov/pubs/ModStrat/pt2d.html

Recruitment for Induction Program
http://www.rochester.k12.mn.us/gip/app.htm

The Job Market—Teacher Recruitment Agencies
http://www.2teach.govt.nz

South Carolina Center for Teacher Recruitment
http://www.scctr.org/minority.htm

Minority Teacher Recruitment in Urban Districts
http://ra.terc.edu/archive/ra-equity/00000024.htm

Recruiting Teachers
http://www.ncbe.gwu.edu/iasconferences/1997/institutes/teachers/index.htm

Recruitment—Golden Apple Academy
http://www.goldenapple.org/academy.html

Teacher Recruitment Example
http://www.tmn.com/Organizations/Iris/tsawww/program/colleges.html

Office of Teacher Recruitment
http://www.firn.edu/doe/bin00023/teachin.htm

Teacher Recruitment Programs
http://www.geocity.com/Athens/Delphi/7862/recruit.html

About Recruiting New Teachers
http://www.rnt.org/about/index.html

Teacher Recruiting and Retention via Mentoring
http://www.columbiagroup.org/retention2.htm

Recruiting and Retention: Rewarding Teachers
http://www.columbiagroup.org/recruiting6.htm

Recruitment Partner Network Information
http://www.rnt.org/collaborations/index.html

National Center for Alternative Teacher Certification
http://www.altcert.org/

Recruitment of Mentors

Effort To Recruit Mentor Teachers Fails
http://www.edweek.org/ew/vol-16/37guff.h16

Research in Mentoring

Teacher Mentoring: A Critical Review
http://www.ed.gov/databaes/ERIC_Digests/ed397060.html

Research Activities in Europe
http://www.mentoringcentre.org/frames/researchframe.htm

Empowering the Faculty
http://www.ed.gov/databases/ERIC_Digests/ed399888.html

Resources for Mentor Programs

Mentoring Resources on the Web
http://www.ofps.dpi.state.nc.us/OFPS/hm/mentoren.htm

Checklist: Los Angeles School District
http://www.lausd.k12.ca.us/lausd/offices/instruct/mentor/checklist.html

Mentor Application
http://www.naspa.org/special/mufp/Mentorapp.htm

Mentor Teacher Forms
http://www.khsd.k12.ca.us/MENTOR/mentor9798/forms/index.htm

American Federation of Teachers Mentor Contract Language
http://www.aft.org/research/models/language/tquality/mentor.htm

Sample Mentor Contract
http://www.ofps.dpi.state.nc.us/OFPS/hm/contract.htm

Selected Mentoring Books and Reports
http://149.168.35.203/Lasso.acgi?[search]

Roles, Tasks, and Strategies for Mentors

Tasks for Mentors
http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/matrix.html

A Quiver Full: Mentoring Strategies Book
http://home.earthlink.net/~drdelliott/quiverful.html

The Ways of Mentoring
http://apollo.gse.uci.edu/MentorTeacher/Chapter5.1.html

Avoiding the Risks in Mentoring
http://apollo.gse.uci.edu/MentorTeacher/Chapter6.html

Mentor Job Description
http://www.rochester.k12.mn.us/gip/clinical.htm

Components—Induction Programs
http://www.ed.gov/databases/ERIC_Digests/ed269407.html

Selecting Mentors

How to Select Promising Mentors
http://apollo.gse.uci.edu/MentorTeacher/Chapter2.html

Mentor Selection in Graduate Induction Program
http://www.rochester.k12.mn.us/gip/clinical.htm

State Induction Programs

A Survey of State-Mandated Induction Programs in the Fifty States
http://www.teachermentors.com/

Indiana's Beginning Teacher Internship
http://ideanet.doe.state.in.us/super/083096/do1.html

Indiana I-CAN Update
http://www.indianacc.org/tables/3news3.html

Indiana New Teacher Training
http://ideanet.doe.state.in.us/super/083096/safe2.html

Indiana—Requirements
http://www.tc.columbia.edu/~teachcomm/POL-INFO/Indi-ah.htm

Missouri NEA: Induction and School Reform
http://www.nea.org/reform/refrm_mo.html

Nebraska Entry Year Assistance Program
http://www.esu16.k12.ne.us/brochures/entry.html

New York United Teacher Federation
http://www.nysut.org/dept/nyt/archive/971020mentors.html

New York State Grant Mentor Program
http://www.nysut.org/dept/research/bulletins/9710mentors.html

North Carolina Web Book—Mentoring New Teachers
http://www.dpi.state.nc.us/mentoring_novice_teachers/

SouthEast USA State Standards For Teachers
http://www.columbiagroup.org/state.htm

Wyoming Mentoring House Bills
http://legisweb.state.wy.us/97sessin/HBILLS/HB0047.htm

Support for Teachers

Designing Internet Projects
http://www.ncsa.uiuc.edu/edu/RSE/RSEviolet/RSEviolet.html

Framework—Developing Resource-Based Learning Units
http://shoga.wwa.com/~cfox/alice/fdr.htm

The Internet as Curriculum
http://www.fno.org/jan97/curriculum.html

Internet for Girls: World Wide Web Resource List
http://www.sdsc.edu/~woodka/resources.html

Lesson Plan Design and Other Issues
http://www.su.edu/faculty/jcombs/

Using Bloom's Taxonomy for Information Skills
http://sweep.riv.csu.edu.au/td/bloom.html

Technology in Mentoring

Technology in Mentoring—Abstract
http://archives.math.utk.edu/ICTCM/abs/7-FC13.html

The Role of Computers in Mentoring
http://mbhs.bergtraum.k12.ny.us/mentor/what.html#5

Telementoring

New Teacher E-Mail List
http://www.bctf.bc.ca/Career/Beginning/handbook/resources.html

Teleapprenticeships in Teaching
http://www.ed.uiuc.edu/projects/tta/design.sup.html

Telementoring
http://mentor.creighton.edu/htm>/telement.htm

UNC—Online Lifeline
http://www.wral-tv.com/news/wral/1997/0211
-unc-gives-new-teachers/

SAMI—Teacher Help Service From NSTA
http://www.learner.org/sami/teacher-help.shtml

Lessons in Telementoring
http://curry.edschool.virginia.edu/go/mining/96/oct/

Online Innovation Institute for Teacher Development
http://oii.org/

Job Description for Telecollaboration Mentor
http://www.bergen.org/ETTC/Teacher/index.html

Global Schoolhouse Mentors
http://k12.cnidr.org/gsh/mentors.html

Telementoring Web
http://mbhs.bergtraum.k12.ny.us/mentor/

Examples of Telementoring
http://mbhs.bergtraum.k12.ny.us/mentor/exam.html

Telementoring Guidelines
http://mbhs.bergtraum.k12.ny.us/mentor/guide.html

Hewlett-Packard Mentors for Students
http://www.sfusd.k12.ca.us/resources/hpmentor.html

Telementoring Resources and WWW Links
http://nsn.bbn.com/telementor_wrkshp/tmlink.html

Telementoring Software for Education
http://mentorcenter.bbn.com/

Mighty Mentors—E-mail Mentoring for Teachers
http://www.mightymedia.com/mentors/

EDC/CCT Telementoring Project
http://www.edc.org/CCT/telementoring/docs/pmentoring.html

Bemidji State Virtual Mentorship Program
http://cel.bemidji.msus.edu/virtual/mentor.html

Time: Finding and Using It

BEST—A Two-Year Program Structure
http://www.aces.k12.ct.us/www/best/OVERVIEW.htm

Making Time for Staff Development
http://www.ed.gov/databases/ERIC_Digests/ed400259.html

Training and Staff Development for Mentors

Is Mentor Training Really Needed?
http://apollo.gse.uci.edu/MentorTeacher/Chapter4.html

Montana State University Mentor Training for Cooperating Teachers
http://www.msubillings.edu/opp/

Mentoring and Peer Coaching Training Materials
http://www.teachermentors.com/

Teacher Education and Development
http://units.ox.ac.uk/departments/edstud/teachered.html

Mentor Seminar
http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/mentorplan.html

University Beginning Teacher Internship and Mentoring Programs

Collaborative Urban Teacher Training Program
http://www.lycoming.edu/dept/educ/special.htm

Graduate Induction Program
http://www.rochester.k12.mn.us/gip/

Graduate Mentoring at Oklahoma State Univesity
http://uresearchws-8.lse.okstate.edu/gradcoll/mentoring/

Jewish Theological Seminary Mentoring Program
http://www.jtsa.edu/pubs/press/042596.html

Cincinnati Internships Hailed
http://www.edweek.org/ew/vol-16/30cincy.h16

University Faculty Mentor Guidelines
http://www.uth.tmc.edu/ut_general/admin_fin/planning/mentor/mentguide.html

University of Missouri First Year Teaching Fellowship
http://www.coe.missouri.edu/~cpe/fellowship.html

UWM—Peer Mentoring Program
http://www.uwm.edu/letsci/edison/pm.html

Audio and Video Resources

Videotaped Programs

- *High Performance Mentoring: A Multimedia Program for Training Mentors* (1999). Includes a Facilitator's Guide, four videotapes, a CD-Rom with visuals, and a participant's notebook. The series provides twenty-five training modules, including two for administrators on confidentiality and how to support a teacher mentor program. By Dr. James Rowley and Dr. Patricia Hart. $795.00. Published by Corwin Press, 2455 Teller Road, Thousand Oaks, CA 91320-2218, (805) 499-9774.
- *Mentoring to Improve Schools* (1999). Includes a Facilitator's Guide with eight workshops and two videotapes: "Successful Mentoring Programs,"

and "Effective Mentoring Practices." By Barry Sweeny and Todd Johnson. # 498325H09, $228 (ASCD members), $298 (nonmembers). Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714. 800-933-2723.

- *Mentoring the New Teacher* (1994). By Dr. James Rowley and Dr. Patricia Hart. Includes nine videotapes, a Facilitator's Guide, and two other ASCD books on mentoring. Focused primarily on the needs of beginning teachers, such as dealing with parents, classroom management, etc. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714, 800-933-2723.
- *The New Teacher: Meeting the Challenges* (1999). Features Linda Darling-Hammond. Order # VTNT-VCO. $99.95. National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573, 800-453-7461.
- *Teacher Induction, Mentoring, and Renewal* (1996). Featuring Harry Wong. Order # 505. $355.00. Tape 1 is thirty-five minutes and is on new teacher preparedness through effective induction. Tape 2 is thirty minutes and includes mentoring and teacher renewal. Also includes a guidebook and an audiotape. Published by Video Journal of Education, 8686 South 1300 East, Sandy, UT 84094, 800-572-1153.

Audiotaped Programs

- *How to Mentor in the Midst of Change* (1998). Two audiotapes (# 298181H09) are $24.95 for ASCD members and $29.95 for nonmembers, and the book (# 61192015H09) is $6.95 for ASCD members and $8.95 for nonmembers. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA, 22311-1714, 800-933-2723.

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There are

one-story intellects,

two-story intellects, and

three-story intellects with skylights.

All fact collectors, who have no aim beyond their facts, are

one-story minds.

Two-story minds

compare, reason, generalize,

using the labors of the fact collectors

as well as their own.

Three-story minds

idealize, imagine, predict—their best illumination comes from above,

through the skylight.

—Oliver Wendell Holmes

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Leading the Teacher Induction and Mentoring Program

"For all of those who are working to support beginning teachers and launch them into a successful career, this book offers sage advice. It should be read by anyone who cares about building a strong and capable profession of teachers."

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Barry W. Sweeny

Mr. Sweeny is a consultant, facilitator, and trainer whose expertise is in teacher induction and mentoring programs. He is the president of Best Practice Resources, an educational consulting firm. An experienced staff developer, he has 22 years of teaching experience and has been a presenter and keynoter at conferences throughout the United States and Canada. Mr. Sweeny is the author of dozens of articles on mentoring, peer coaching, authentic assessment, staff development, and school improvement.

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